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ABSTRACT

This report provides updated information on state standards in the 1986-87 school year. Each state was sent its previously compiled 1984-85 profile for review and revision. Responses were received from 48 of the 50 states, and data from the 1984-85 profile were used for states that did not respond. The first part of the report summarizes the state-prescribed educational standards that were in effect in 1986-87 and the changes that took place across the states between 1984-85 and 1986-87. Tables providing state-by-state comparison are included at the end of this section. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on student standards (testing, high school graduation requirements, attendance, and other policies), teacher standards (teacher preparation, certification, relicensing, and staff development), and school and school district standards (length of the school year and day and curriculum requirements). Although state education reform activity tapered off in the period from 1984-85 to 1986-87, states continued to expand student and teacher testing requirements. (Contains 4 figures, 3 tables, and 50 state profiles.) (SLD)

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RESEARCH REPORT

STATE EDUCATIONAL STANDARDS IN THE 50 STATES: AN UPDATE

Margaret E. Goertz

Educational Testing Service
Princeton, New Jersey
March 1988

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State Educational Standards in the 50 States:

An Update

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Introduction

In the early 1980s a wave of education reform swept the nation. Spurred on by more than a dozen national reports that spelled out what was wrong with American elementary and secondary education, governors, state boards of education and state legislatures established nearly 300 state-level study commissions, proposed countless education reform measures, and adopted many of the recommendations contained in the national reports. By the 1984-85 school year, 41 states had raised course work standards for high school graduation, 22 states had implemented or expanded their minimum competency testing programs and many states had begun to test aspiring teachers. While few states increased the length of the school day or the school year significantly, many revised textbook selection procedures, updated curriculum guides or prescribed the objectives and the content of the curriculum taught in the local schools.

Goertz described these changes in detail.[1] A typology of standards imposed by education decision-makers at the state, district and local level was used to identify, collect and describe state-prescribed educational standards in effect in the 1984-85 school year. Profiles of state standards were developed for each of the 50 states, covering student, teacher and school district standards.

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[1] Goertz, Margaret E. State Educational Standards: A 50-State Survey. ETS-RR-86-2. Princeton, N.J.: Educational Testing Service, January 1986.

This report provides updated information on state standards in effect in the 1986-87 school year. Each state was sent its 1984-85 profile for review and revision. Responses were received from 48 of the 50 states.[2] The information presented here, as in the earlier report, pertains only to those requirements prescribed at the state level, generally by the legislature or the state board of education. In many states, local school districts (and even schools) may apply more stringent standards. In fact, there may be as much variation in some educational standards among districts within a state as there is across states.

The first part of this report summarizes the state-prescribed educational standards that were in effect in 1986-87 and the changes that took place across the states between 1984-85 and 1986-87. Tables providing state-by-state comparisons are included at the end of this section. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on student standards (testing, high school graduation requirements, attendance and other policies), teacher standards (teacher preparation, certification and relicensing and staff development) and school and school district standards (minimum length of the school year and school day and curriculum requirements).

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[2] When a state did not respond to our request for updated information, we used its 1984-85 profile and included a notation under the state's name.

An Overview of State Educational Standards, 1986-87

Student Standards

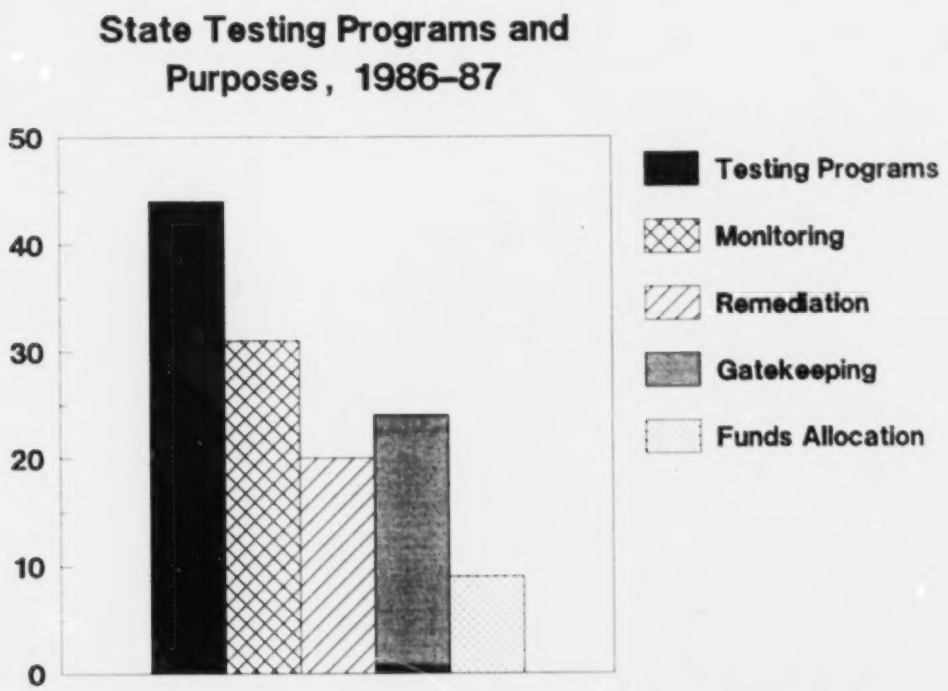
Student Testing. In 1986-87, 44 states required that local school districts test public school students at some point(s) between grades 1 and 12, an increase of two states since 1984-85. Thirty-five of these states test students using state-developed or state-selected tests and assess their performance against state-established performance standards. Three states specify the competencies to be tested, but give local school districts the discretion to set performance standards. Four states require local districts to test students in specified subject areas, but leave both the choice of the test and standards-setting to the local district. Two states require students to meet minimum performance requirements in selected competency areas, but districts may use methods other than tests to assess students.

The 44 states all test basic skills, focusing primarily on mathematics, reading and language. A few states include writing, reasoning skills and citizenship as well, and six (Arkansas, California, Indiana, Maine, Missouri and New York) include science and social studies. Three states have or are developing instruments that will assess a higher level of skills or achievement at the high school level. Students who pass the New York State Regents Examination, a series of subject matter examinations, and complete a more stringent set of high school course work requirements, receive a special diploma, the Regents Diploma. California is developing the Golden State High School Achievement Tests as a way of selecting high school seniors for honors at graduation. Florida is in the process of establishing statewide student performance standards of

excellence in mathematics, science, social studies and writing, and is developing tests to assess these standards.

States use their testing programs for the following purposes: (1) monitoring student, school and/or school district performance; (2) identifying students in need of remediation; (3) as a requirement for grade promotion and/or high school graduation (gatekeeping); and/or (4) as a basis for allocating state compensatory education aid. As shown in Figure 1 and Table 1 (included at the end of this section), 31 states use statewide testing to monitor student performance, while 20 states use these tests for identifying students in need of remediation. Twenty-four states

Figure 1



use tests for gatekeeping: Twenty-one of these states require that students pass a minimum basic skills test or other minimum competency assessment before receiving a high school diploma; eight states use test results as a requirement for grade promotion and/or as an exit test from eighth grade. In nine states, test results are a criterion for allocating state compensatory education aid.

While only two states, Massachusetts and Oklahoma, initiated state testing programs in the period 1984-85 to 1986-87, a number of other states expanded the scope or changed the design of their current student testing systems. Eight states added new grade levels, including pre-kindergarten and pre-first grade, and two added additional subject areas to their testing requirements. Two more states broadened their statewide assessments from a representative sample in selected grades to all students in the tested grades. The number of states using statewide test results in promotion decisions increased by two as well.

High School Graduation Requirements. One of the principal recommendations of the National Commission on Excellence in Education was that high school students take more courses in the "New Basics"--English, mathematics, science, social studies and computer science. The Commission recommended that high school graduates should complete four years of English, three years of mathematics, three years of science, three years of social studies and 1/2 year of computer science. Two years of a foreign language were strongly recommended for college-bound students.

Forty-two states responded by raising course work standards for high school graduation. Yet, the new course work requirements of many states fall short of the National Commission's recommendations. Thirty-seven

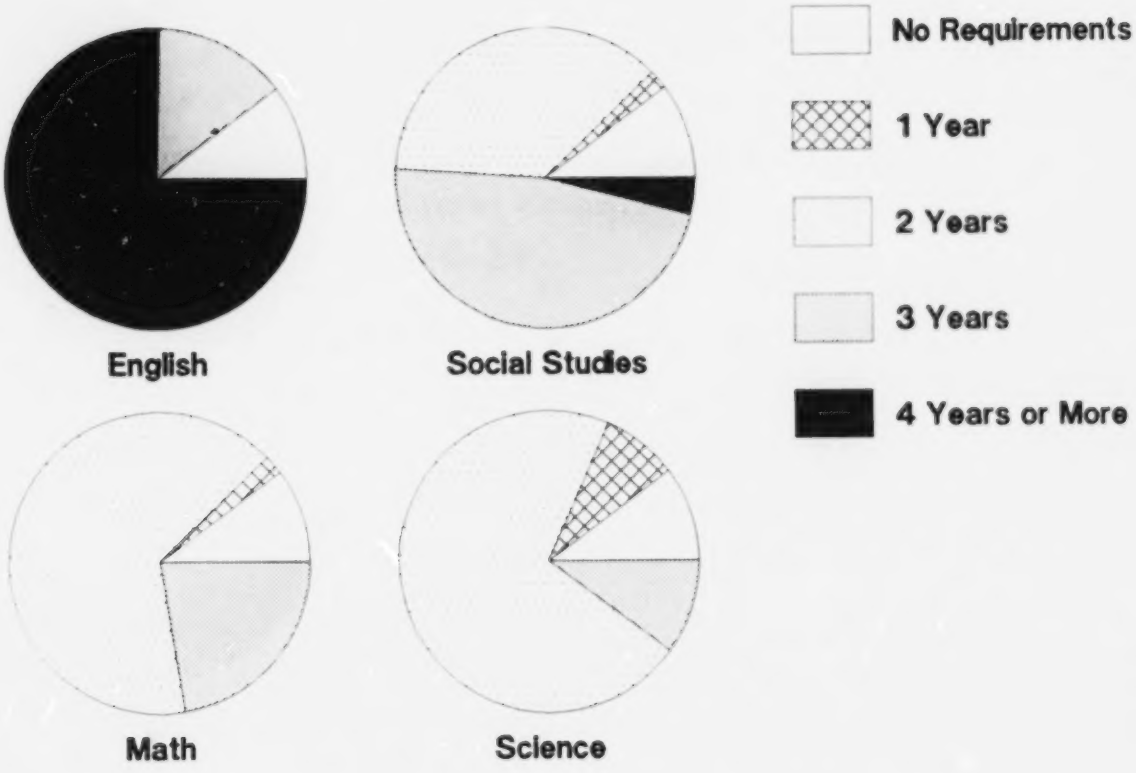
states require four or more years of English, 25 states require three or more years of social studies, 11 states require three years of mathematics and only 5 states require three years of science. Five states do not impose course work requirements for high school graduation. Table 2, included at the end of this section, contains each state's high school course work requirements. As shown in Figure 2, most states require four years of English, two to three years of social studies, and two years each of mathematics and science.

More generally, three quarters of the states with course work requirements require between 18 and 22 units for graduation, with most having core requirements of 12 to 14 units. In addition to the English, social studies, mathematics and science requirements discussed above, most states require one to two years of health and physical education. One-half of the states also require one year of another subject, generally a fine or practical arts course. Six states require students to take a one-semester career development or life skills course, while three require one-half to one year of vocational education. In nine states, high school graduates must have completed course work or demonstrated proficiency in computers; five more include computer science course work in their college preparatory curriculum requirements.

A growing number of states are establishing more rigorous curriculum requirements for their college-bound students. New York State has offered a separate Regents diploma for decades. To qualify, students must take three years of a foreign language and pass a series of subject matter tests in addition to the regular course work requirements. Six more states will offer "advanced" or "college preparatory" diplomas to students graduating

Figure 2

State High School Graduation Requirements 1986–87



by 1988 (Alabama, Indiana, Maryland, Missouri, Texas and Virginia), while another five states have defined course work requirements for their college preparatory programs (California, Delaware, Kansas, Rhode Island and Tennessee). In these states, students in the college preparatory programs generally must take two additional units to graduate, as well as additional courses in mathematics and/or science, two to three years of a foreign language and a semester of computer science.

Unlike student testing, there was little state-level activity in the area of high school graduation requirements between 1984-85 and 1986-87; most state activity occurred earlier. Only one state increased its course work requirements significantly and one state initiated an academic honors diploma.

Other Student Standards. Other trends have emerged as states tighten standards for student performance and behavior. First, a few states require that students maintain a prescribed minimum grade point average as a pre-requisite for participating in extra-curricular activities (c.f., Texas and West Virginia), or to graduate from high school (Florida, Idaho). Second, a growing number of states are requiring that school districts establish written attendance, discipline, homework and/or promotion and retention policies. Finally, some states are extending the age ranges for compulsory attendance and are either mandating kindergarten attendance or requiring school districts to offer programs for those who wish to attend.

Teacher Standards

State policies regulating the education and certification of teachers have undergone considerable change in the last decade. In 1980, only a

handful of states--primarily in the Southeast--required individuals to pass a test before being certified to teach. In 1986-87, 38 states required aspiring teachers to pass a state-prescribed, standardized test before entering a teacher education program and/or before being certified to teach. (See Table 3 at the end of this section.)

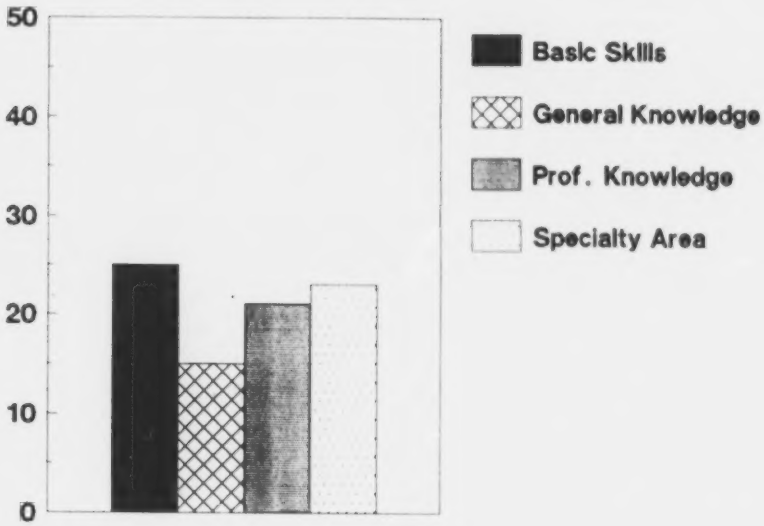
Twenty states require some (e.g. those attending public but not private colleges and universities) or all teacher education candidates to pass a state-prescribed test before entering a teacher education program, usually a basic skills or a college admissions test. Thirteen states have established a qualifying minimum grade point average, while 11 states require both. All 50 states approve the content of teacher education programs and 38 of them establish minimum course hour requirements in general education, professional studies and subject specialty.

Most states have multi-level certification which consists of initial, or entry-level, certification for individuals entering the teaching profession for the first time and a variety of procedures (such as certification renewal or advanced certification levels) for the further licensing of teachers.

The only universal requirement for entry-level certification is the completion of an approved program. Thirty-five states have established a testing requirement as well. These states vary considerably, however, in the areas tested (such as basic skills, general knowledge, professional knowledge and/or knowledge of teaching specialty), the tests used, and the minimum standards set for passing. As is shown in Figure 3, applicants for certification are tested in basic skills (25 states), general knowledge (15

Figure 3

Areas Tested for Completion of Teacher Education and Certification, 1986-87



states), professional knowledge (21 states), and/or knowledge of the teacher's specialty area (23 states).

States use different test instruments to evaluate the capabilities of aspiring teachers and often set different passing scores for the same test. Eight states use their own tests, six use the Pre-professional Skills Test (PPST), 15 use the National Teachers Examination (NTE) Core Battery and 13 use NTE Specialty Area tests. Qualifying scores on the national tests vary. For example, the passing scores on the NTE Programs Test of Communication Skills range from a low of 636 to a high of 653 on a scale that can extend from 600 to about 690. The passing scores on the Specialty

Area test, Education in the Elementary School, range from a low of 480 to a high of 600 on a scale that can extend from 250 to 990.

Thirteen states also supervise and evaluate a beginning teacher's classroom performance before granting regular certification or plan to implement such a program. In these states, teachers receive provisional certification when they complete their teacher preparation programs and meet other state requirements. They are formally assessed on their teaching performance during their first year(s) in the classroom as full-time teachers. In a typical situation, the beginning teacher is observed and evaluated two or three times a year, using a state-developed instrument that covers classroom management, interpersonal skills, professional standards, etc. The evaluators, who are trained in this procedure, may recommend that the teacher (1) receive regular certification, (2) participate in in-service training and be re-evaluated or (3) not be certified.

Only three states, Massachusetts, Missouri and New Jersey, grant a permanent license to first-year teachers, but nine other states provide lifetime licenses to teachers who hold an advanced certificate. The remaining 38 states require teachers to renew their certificates on a regular basis and, with the exception of Illinois, base recertification on years of teaching experience, and/or completion of additional formal education and/or in-service training.

Twenty states require teachers to participate in staff development programs. In most cases, these activities fulfill some recertification requirements.

Between 1984-85 and 1986-87, ten states added testing to their requirements for successfully completing a teacher education program and/or

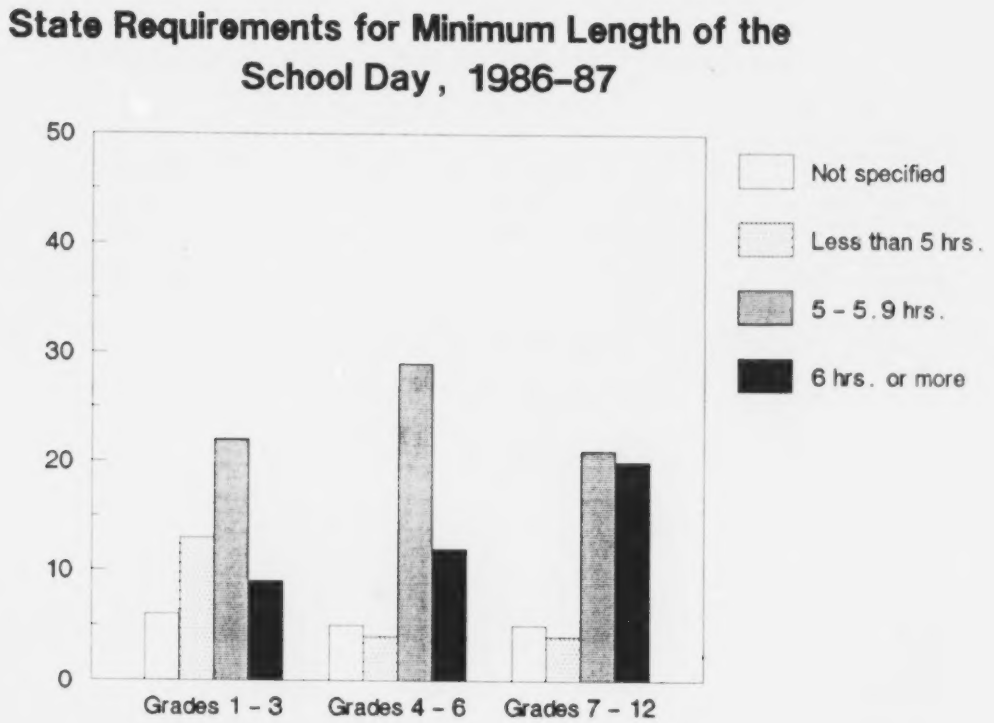
being certified to teach, while two states added a beginning teacher internship requirement. Three states added a standardized test to the entrance requirements for their teacher education programs.

School District Standards

Data were collected on three kinds of school district standards: minimum length of the school year, minimum length of the school day, and state-mandated curriculum. A majority of the states (29) require that students attend school a minimum of 180 days. Another 20 states have mandated shorter school years, but all but one have at least a 175-day school year. Two states will increase the length of their school year to 180 days by 1990. A third state offers financial incentives to local school districts that lengthen their school years from the state minimum of 175 days to 180 days.

Forty-five states require students to attend school a minimum number of hours a day. In some cases, the minimum includes non-instructional time; in others it does not, making direct comparisons across states difficult. In general, the length of the school day increases as students get older. The minimum school day is less than 5 hours for children in grades 1-3 in 13 states, but is less than 5 hours for secondary school students in only four states. (See Figure 4.) Nine states require children in the primary grades (1-3) to attend school at least 6 hours, while this requirement affects high school students in 20 states. Three states provide additional state aid to school districts that lengthen their school day beyond the state minimum.

Figure 4



The state role in curriculum development has shifted in the last decade from one of technical assistance to one of mandating courses of study, performance objectives and, increasingly, course content. States were asked about the existence of state-mandated curriculum for elementary and secondary education and subject areas covered by such mandates. Eight states responded that they mandate minimum course content in either the elementary or secondary school courses of study. Fourteen more states establish learning objectives or learning outcomes for most subject areas and require local school districts to incorporate these objectives and

outcomes, as well as any state-prescribed student performance standards, into locally-developed curricula. Seven states develop model curricula or curricular guides for use by local school districts, but do not require LEAs to adopt them. Finally, 14 states define subject areas and the number and types of courses that must be taught in all elementary and secondary schools.

Summary

In the two years immediately following the publication of A Nation at Risk and other national reports criticizing American elementary and secondary education, most, if not all states, enacted some educational reform measures. In the period 1984-85 through 1986-87, state education reform activity slowed. States continued to expand student and teacher testing requirements, however. Two states initiated statewide student testing programs and a dozen states expanded the scope of their testing programs. Two of these states mandated the assessment of incoming kindergarten or first grade students. Thirteen states added testing to their requirements for entering or completing a teacher education program or for teacher certification.

As a result of this activity, 44 states now test (or require local school districts to test) elementary and secondary school students, 45 states impose high school course work requirements, and 38 states require aspiring teachers to pass a state-prescribed, standardized test at some point before being certified to teach. Yet, the substance and structure of these requirements vary widely across the country. The next section describes in greater detail the standards in effect in each of the 50 states in 1986-87.

TABLE 1

Student Standards, 1986-87

State	Student Testing				High School Grad. Requirements		Other Standards	
	Monitoring	Remediation	Gatekeeping	Funds Distribution	Required Coursework	Exit Test	Attendance	Other
Alabama		X	X		X	X	X	
Alaska	X[a]				X		X	X
Arizona	X		X		X	X	X	
Arkansas	X	X	X		X		X	X
California	X[b]		X[b]	X	X	X[b]	X	
Colorado							X	
Connecticut	X	X		X	X		X	
Delaware			X[b]		X	X[b]	X	X
Florida	X	X	X	X	X	X	X	
Georgia	X	X	X		X	X	X	
Hawaii	Being developed		X[c]		X	X[c]	X	X
Idaho	X	X			X		X	X
Illinois*					X		X	
Indiana	X	X	X[d]		X		X	
Iowa							X	X
Kansas	X				X		X	
Kentucky		X			X		X	X
Louisiana	X	X	X		X	X[e]	X	
Maine	X				X		X	
Maryland		X	X		X	X	X	
Massachusetts	X	X					X	X
Michigan		X		X			X	
Minnesota	X[a]				X		X	X
Mississippi		X	X[f]		X	X	X	
Missouri	X		X		X		X	
Montana					X		X	

TABLE 1 (Continued)
Student Standards, 1986-87

State	Student Testing				High School Grad. Requirements		Other Standards	
	Monitoring	Remediation	Gatekeeping	Funds Distribution	Required Coursework	Exit Test	Attendance	Other
Nebraska	X[g]				X		X	
Nevada		X	X		X	X	X	
New Hampshire	X[b]	X[b,h]			X		X	
New Jersey	X	X	X	X	X	X	X	
New Mexico	X				X		X	
New York	X	X	X	X	X	X	X	
North Carolina	X		X	X	X	X	X	
North Dakota					X		X	
Ohio		X[a]			X		X	
Oklahoma	X				X		X	
Oregon	X		X[c]		X	X[c]	X	
Pennsylvania		X		X	X		X	
Rhode Island	X				X		X	
South Carolina			X		X	X[i]	X	
South Dakota*	X				X		X	
Tennessee	X		X		X	X	X	
Texas	X		X		X	X	X	X
Utah	X	X[a]	X[a]		X	X[a]	X	
Vermont			X		X	X	X	
Virginia			X	X	X	X	X	
Washington	X				X		X	
West Virginia	X				X		X	X
Wisconsin	X[j]				X[k]		X	
Wyoming							X	

*Based on information provided by the state for the 1984-85 school year.

[a]State requires assessment, but LEAs choose the test and set competency standards.
[b]State specifies competencies to be tested, but LEAs set performance standards.
[c]Students must meet minimum performance requirements in selected competency areas. Methods other than tests may be used.
[d]Effective 1987-88.
[e]Beginning in 1988-89.
[f]In the future.
[g]LEAs may use a state or locally-developed test.
[h]Local Option.

TABLE 2

High School Course Work Requirements, 1986-87

	Effective with Class of...	Total Units	English	Social Studies	Mathematics	Science	Health and PE	Other
Alabama	1989	22	4	3	2	2	5	1/2
Alaska	1985	21	4	3	2	2	1	
Arizona	1987	20	4	2	2	2		1/2
Arkansas	1988	20	4	3	3/2[a]	2/3[a]	1	1/2
California	1987		3	3	2	2	2	1
Colorado	No statewide requirements							
Connecticut	1988	20	4	3	3	2	1	1
Delaware	1987	19	4	3	2	2	1 1/2	
Florida	1987	24	4	3	3	3	1/2	1 1/2
Georgia	1988	21	4	2	..Total of 4..		2/3	1 1/3
Hawaii	1983	20	4	4	2	2	1 1/2	1/2
Idaho	1988	20	5	2	2	2	1	1 1/2
Illinois*	1988	16	3	2	2	1	4 1/2	1
Indiana	1989	22	4[b]	2	2	2	1 1/2	
Iowa	No statewide requirements						2	
Kansas	1989	21	4	3	2	2	1	
Kentucky	1987	20	4	2	3	3	1	
Louisiana	1989	23	4	3	3	3	2	1/2
Maine	1989	16	4	2 1/2	2	2	1 1/2	1
Maryland	1989	20	4	3	3	2	1	1
Massachusetts	No statewide requirements							
Michigan	No statewide requirements							
Minnesota	current	20	4	3	1	1	1 1/2	
Mississippi	current	18	4	2	2	2		
Missouri	1988	22	3	2	2	2	1	1
Montana	1989	20	4	2	2	2	1	3

TABLE 2 (continued)
High School Course Work Requirements, 1986-87

	Effective with Class of...	Total Units	English	Social Studies	Mathematics	Science	Health and PE	Other
Nebraska	1988	200 credit hours, 160 hours of which will be prescribed by State Board of Education						
Nevada	1992	22 1/2	4	2	2	2	2 1/2	1/2
New Hampshire	1989	19 3/4	4	2 1/2	2	2	1	1
New Jersey	1991	17 1/2	4	3	3	2	4	1 1/2
New Mexico	1987	21	4	2	2	2	1	1
New York**	1989	18 1/2	4	4	2	2		1
North Carolina	1987	20	4	2	2	2	1	
North Dakota	1985	17	4	3	2	2	1	
Ohio	1987	18	3	2	2	1	1	
Oklahoma	1987	20	4	2	2	2		
Oregon	1988	22	3	3 1/2	2	2	2	1 1/2
Pennsylvania	1989	21	4	3	3	3		2
Rhode Island	1989	16	4	2	2	2		
South Carolina	1987	20	4	3	3	2	1	
South Dakota*	1989	20	4	3	2	2		1
Tennessee	1987	20	4	1 1/2	2	2	1 1/2	
Texas	1988	21	4	3	3	2	2	
Utah	1988	24	3	3	2	2	1 1/2	1
Vermont	1989	14 1/2	4	3	..Total of 5..		1 1/2	1
Virginia	1988	20	4	3	3/2[a]	2/3[a]	2	
Washington	1989	16	3	2 2/3	2	2	2 2/3	1
West Virginia	1985	21	4	3	2	1	1	1
Wisconsin	1989	13	4	3	2	2	2	
Wyoming	Current	18	Local districts determine course requirements					

* Based on information provided by the state for the 1984-85 school year.

**Table shows New York requirements for a regular diploma. A Regent's diploma requires 3 additional years of a foreign language and passing scores on state subject matter tests.

[a]Must take 2 years each of mathematics and science and a third year of either mathematics or science.

[b]The third year of a foreign language may be substituted for the 4th year of English.

TABLE 3

Requirements for Entrance into Teacher Education and Teacher Certification, 1986-87

	Entrance into Teacher Education		Completion of Teacher Education/Certification					
State	Test	Minimum GPA	Test of Basic Skills	Test of General Knowledge	Test of Professional Knowledge	Test of Specialty Area	Minimum GPA	Entry Year Assistance Program
Alabama	X	X			X	X	X	
Alaska								
Arizona	X	X	X		X			
Arkansas	X		X	X	X	X	X	
California			X					
Colorado	X	X[a]						
Connecticut	X		X		X[b]	X[c]		X[b]
Delaware			X					
Florida	X	X	X		X			X
Georgia	X	X				X		X
Hawaii			X	X	X	X	X	
Idaho							X	
Illinois*								
Indiana				X	X	X		X[d]
Iowa								
Kansas	X	X	X		X		X	
Kentucky	X	X	X	X	X	X	X	X
Louisiana	X	X	X	X	X	X	X	
Maine			X	X	X			
Maryland								
Massachusetts								
Michigan		X						
Minnesota			X[d]					
Mississippi	X		X	X	X	X	X	X
Missouri	X	X				X		
Montana			X	X	X		X	

TABLE 3 (Continued)

Requirements for Entrance into Teacher Education and Teacher Certification, 1986-87

	Entrance into Teacher Education		Completion of Teacher Education/Certification					
State	Test	Minimum GPA	Test of Basic Skills	Test of General Knowledge	Test of Professional Knowledge	Test of Specialty Area	Minimum GPA	Entry Year Assistance Program
Nebraska			X			X		X
Nevada			X			X		
New Hampshire			X					
New Jersey	X	X		X[e]		X		
New Mexico			X	X	X	X		
New York			X	X	X			
North Carolina	X				X	X		X
North Dakota							X	
Ohio								
Oklahoma		X				X	X	X
Oregon	X	X	X			X		
Pennsylvania			X[d]	X[d]	X[d]	X[d]		X[d]
Rhode Island			X	X	X			
South Carolina	X					X		X
South Dakota*								
Tennessee	X		X	X	X	X	X	X
Texas	X					X		
Utah								
Vermont								
Virginia			X	X	X	X	X	X
Washington	X[f]				X[g]			
West Virginia			X			X		
Wisconsin								
Wyoming	X							

*Based on information provided by the state for the 1984-85 school year.

[a]Students must also rank in the top two quartiles of their high school class.

[b]To be implemented 1989-90.

[c]Effective 1990.

[d]Effective 1988.

[e]For elementary education certification only.

[f]Effective July 1989.

[g]Effective August 1993.

State Profiles

This section of the report describes in detail state-prescribed educational standards in effect in the 1986-87 school year for each of the states. Forty-eight states provided updated information on their state policies. If a state did not respond to our request for more current data, we included their 1984-85 profile with a notation under the state's name.

The categories covered in the profiles are:

Student Standards

- Testing
- High School Graduation Requirements
- Attendance

Teacher Standards

- Teacher Preparation
- Certification and Relicensing
- Staff Development

School and School District Standards

- Length of School Year (minimum)
- Length of School Day (minimum)
- Curriculum
- Other

ALABAMA

Student Standards

o Testing

Students in grades 3, 6, and 9 take basic skills tests in mathematics, reading, language and handwriting. The basic skill competencies and performance standards are established by the state and test results are used to identify students needing remedial help. This testing program culminates with the Alabama High School Graduation Examination (AHSGE). (See below.)

o High School Graduation Requirements

Students graduating prior to 1988-89 must complete 4 years of English, 3 years of social studies, 2 years of mathematics, 1 year of science and 3 1/2 years of health and physical education. A total of 20 units is required for graduation. Students completing high school in 1988-89 and thereafter may obtain a new standard or an advanced diploma. The new standard diploma requires one additional unit of science; 1/2 year home and personal management; 1/2 year health education; 1 year physical education; and 9 electives, for a total of 22 units. In addition, students are required to attain computer literacy by participation in related coursework.

The advanced diploma requires (beyond new standard diploma requirements) 2 units of any one foreign language; 1 of social studies; 1 of science; and 1 of mathematics. The additional 5 units required reduce electives to 4, for a total of 22 units. Students are encouraged to complete additional units.

Graduates of the Class of 1985 and thereafter must pass the AHSGE, a basic skills test in mathematics, reading and language in order to graduate from high school. The test, which is given first in the fall semester of 11th grade, was first administered in 1983-84. Every student has four opportunities to pass the test.

o Attendance

Students must attend school from age 7 through 16.

Teacher Standards

o Teacher Preparation

Admission to teacher education programs is based on qualifying scores on the SAT or ACT, a minimum grade point average, and a passing score on the Alabama English Language Proficiency Test. Students must meet a minimum grade point average to complete the program.

Alabama

o Certification and Relicensing

All candidates for certification must pass the appropriate test(s) of the Alabama Initial Teacher Certification Testing Program after completing an approved teacher education program.

Three classes of certification are available (Class B, A, and AA) based on the type of degree obtained (bachelor's, master's or sixth year) and amount of teaching experience. Initial certification is valid for 8 to 10 years. Continuation of certification requires earning additional credits or a prescribed number of years of successful full-time experience and participation in an approved professional development program.

o Staff Development

Participation in an approved professional development program is required for continuation of a teaching certificate. Local school districts determine in-service training needs and submit staff development plans to the State Department of Education for approval.

School and School District Standards

o Length of School Year (Minimum)

175 days

o Length of School Day (Minimum)

Six hours, including lunch breaks and class change time. Instruction must take place a minimum of 360 minutes per day.

o Curriculum

Curriculum is mandated for both elementary and secondary education through courses of study which are provided by the State Department of Education.

ALASKA

Student Standards

o Testing

At the present time, there is no state-wide assessment program. Local districts are required to develop assessment programs.

o High School Graduation Requirements

Students must complete 21 units, including 4 of English, 3 of social studies, 2 each of mathematics and science and 1 of health and physical education.

o Attendance

Students must attend school from age 7 through 15.

o Other

In order to participate in extracurricular activities, students must pass all of their courses in the previous semester with a minimum grade of D.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

All candidates for certification must complete an approved teacher education program.

Initial certification is valid for 5 years. Certificate renewal requires teachers to earn 6 additional credits during the 5-year life of the certificate.

o Staff Development

Most local school districts require staff development programs and all districts are allocated 10 in-service days a year. In-service courses are approved by the State Department of Education if the district applies for one of the 10 days of released time for in-service training.

Alaska

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Grades K-3: 4 hours
Grades 4-12: 5 hours

o Curriculum

The state department of education is developing a model curriculum in all subjects for grades K-12 under mandate from the State Board of Education. Local districts may adopt or adapt this curriculum, but must have a curriculum adopted by the local governing board.

ARIZONA

Student Standards

o Testing

Students in grades 1 through 12 are tested annually in reading, grammar, and mathematics. The test is a nationally standardized norm-referenced instrument.

o High School Graduation Requirements

Until 1987, graduating seniors must complete 3 years of English, 2 years of social studies, 1 year each of mathematics and science, a single semester course on essentials of the free enterprise system, and a total of 18 units. Starting with the Class of 1987, students will need to take a total of 20 units for a high school diploma, including 1 additional year each of English, mathematics and science.

o Curriculum

Beginning with the 1986-87 school year, students must meet minimum competency requirements for promotion from grade to grade and exit from grades 3, 8, and 12.

o Attendance

Students must attend school from age 8 through 16 and complete the 10th grade.

Teacher Standards

o Teacher Preparation

Selection into state teacher education programs is the responsibility of individual institutions based on student grade point average and performance on the Pre-Professional Skills Test. A passing score on the basic skills and professional knowledge components of the Arizona Teacher Proficiency Exam is required of all others for certification.

o Certification and Relicensing

Initial certification is valid for 8 years, after which teachers will have to obtain a master's degree or 40 additional credits. A program of first year on-the-job evaluations of teachers by master teachers was pilot tested in 14 school districts.

Arizona

School and School District Standards

o Length of School Year (minimum)

175 days

o Length of School Day (minimum)

K: 2 hours
Grades 1-3: 4 hours
Grades 4-6: 5 hours
Grades 7-8: 6 hours
Grades 9-12: 4 courses

ARKANSAS

Student Standards

o Testing

Since the 1981-82 school year, the state has been testing all students in the 4th grade and a sample in the 3rd, 6th and 8th grades in reading and mathematics. The State Board of Education sets minimum performance goals for diagnostic and monitoring purposes. Results cannot be used for grade placement or promotion. By June 1987, however, all students in grades 3, 6 and 8 will be tested in reading and mathematics and in the latter two grades in language arts, social studies and science. The state-developed tests will be used as diagnostic tools in the 3rd and 6th grade and as a promotion exam for 8th graders. These tests will also be used to monitor school performance. If fewer than 85 percent of students in a school meet state-established minimum standards, the school must participate in a state-administered school improvement program.

o High School Graduation Requirements

Beginning in the 1987-88 school year, high school students must complete 20 units of courses to receive a high school diploma. The courses must include 4 years of English, 3 years of social studies (or 2 years of social studies and 1 year of practical arts), 3 years of mathematics and 2 years of science (or 2 of mathematics and 3 of science), 1/2 year of physical education, 1/2 year of health education, and 1/2 year of fine arts. In addition, each high school senior must take at least 3 academic courses during the senior year.

o Attendance

Students must attend school from age 7 through 16. Starting in 1987, students cannot leave school until their 17th birthday. While kindergarten is not mandatory, all districts must offer a kindergarten program to all who wish to attend.

o Other

Each local school district is required to have policies on discipline and homework in place by June 1987.

Teacher Standards

o Teacher Preparation

Criteria for admission to teacher education programs are established by the State Board of Education. Minimum grade point average and test scores (NTE) are used to evaluate students completing these programs. NCATE (National Council for Accreditation of Teacher Education) is also required.

Arkansas

Teacher Education candidates shall take the NTE Pre-Professional Skills Test (PPST). Teacher education institutions shall maintain an 80 percent pass rate on the Professional Knowledge test of the NTE Core Battery and an 80 percent pass rate on each NTE Specialty Area test.

o Certification and Relicensing

Since February 1983, all candidates for certification must pass the NTE Core Battery and Specialty Area tests. Passing scores are established by the State Board of Education. A Standard Certificate is valid for 6 years (10 years with a Master's degree) and can be renewed with additional credits or 2 years teaching experience. Under legislation signed into law in 1984, all Arkansas teachers must pass a basic skills test in reading, mathematics and writing before June 1987 in order to retain their certification. Persons who fail to comply with this law will be required to meet the initial certification requirements.

o Staff Development

Local school districts must develop and implement staff development and inservice training plans based on local needs and State Department of Education goals. There are two statewide staff development programs, one for teachers and one for administrators. The voluntary "Program for Effective Teaching" was initiated by the State Department of Education in 1979 and concentrates on improving the skills of teachers and colleges of education faculty.

School and School District Standards

o Accreditation

If a local school district does not comply with new accreditation standards by June 1987, it will be dissolved and annexed to another district in accordance with the provisions of the Quality Education Act of 1983.

o Length of School Year (minimum)

The minimum school year will be 178 days in 1987 and must be 180 days by 1990. The requirement for teachers is 185 in 1987 and 190 days in 1989.

o Length of School Day (minimum)

The minimum length of a school day will be 5.5 hours in June 1987. In addition, high school credits can be given only for courses that meet a minimum of 225 minutes per week (275 for laboratory and vocational courses) for the full school year.

Arkansas

o Curriculum

Each accredited school must use course content guides developed by the State Department of Education as minimum standards. The K-8 basic skills continuum is used as the basis for setting minimum performance course content. All accredited high schools must offer a set list of offerings established by the state. The number of required offerings has been increased from 24 to 38 units. In 1987, at least 30 of these courses must be provided each year, with all 38 units offered at least once every two years.

o Other

Schools must have an average class size [ratio] of 23:1 in grades 1-3 in 1987 and 25:1 in grades 4-6. Required ratios for guidance counselors are 450:1 for high schools, 600:1 for elementary students in 1987 and 450:1 for elementary students in 1989. Teachers in grades 7-12 will have no more than 150 students per day with a limit of 30 per class.

CALIFORNIA

Student Standards

o Testing

Students take a statewide test once between grades 3 and 6 in reading comprehension, writing and computation skills, and in 8th and 12th grades in reading, mathematics, science and history. The state supplies performance indicators and examples of minimum standards but local school districts set passing scores for each of the general areas tested. The state assessment program is one factor used to target state compensatory education aid. Legislation in 1983 established the Golden State High School Achievement Tests to select high school seniors for honors at graduation. These tests are in the developmental stage, as are competency tests for 10th grade students.

o High School Graduation Requirements

California abolished statewide course requirements for a high school diploma in 1969 and reinstated them in 1983. Effective with the Class of 1987, graduating seniors must complete 3 years each of English, and social studies, 2 years each of mathematics, science and physical education, and 1 year of either fine arts or a foreign language. The State Board of Education also adopted model graduation requirements in 1983 which require 1 additional year of English, mathematics, and foreign language, 1 year of visual or performing arts and 1/2 year of computer studies.

Students must pass their local school district's minimum competency test before they graduate from high school.

o Attendance

Students must attend school from age 6 through 16.

o Other

Legislation passed in 1983 gives teachers the authority to require suspended students to make up missed work, permits local school districts to adopt policies to fail students for excessive absences, requires districts to establish promotion and retention policies, provides for mandatory expulsion and suspension of students for serious violations, and gives more school administrators the authority to suspend students.

Teacher Standards

o Teacher Preparation

Admission standards are established, and vary, by institution. Students are required to take the California Basic Education Skills Test CBEST) prior to admission to teacher education programs, however.

California

Although the law requires that the test be used for diagnostic purposes, some institutions may require a passing score (as set by the state) before a student is admitted to either a teacher education program or to student teaching. Institutions are required to assess each teaching candidate prior to recommending the students for the initial teaching credential.

o Certification and Relicensing

Applicants for a teacher trainee certificate must pass CBEST. Preliminary certification is granted for 5 years. A Clear Credential is issued after completion of a fifth year of study and other specified courses. Until September 1985, a life credential will be issued to individuals who have completed two years of teaching with the Clear Credential. After that date, teachers must complete 150 hours of staff development during each 5 year cycle as a condition for renewing this credential. High schools may hire teacher trainees who possess a bachelor's degree but no professional teacher training. These trainees must pass the CBEST tests, have an individualized training program and be assisted by a mentor teacher.

o Staff Development

As noted above, staff development is a requirement for certification renewal. Certified teachers will be evaluated at least biannually. Inservice programs are offered by the state through teacher, resource, and professional development centers; county and district offices; and institutions of higher education. Up to 5 percent of a school district's teachers may receive state-funded awards to improve their instructional abilities.

School and School District Standards

o Length of School Year (minimum)

The minimum school year is 175 days, but districts that lengthen their school year to 180 days qualify for additional state funding.

o Length of School Day (minimum)

School districts will also receive a financial bonus if they increase the instructional time in the school day from 4 to 5 hours in grades 4-8 and from 4 to 6 hours in grades 9-12. These increases can be phased-in over three years, starting in 1984-85.

o Curriculum

The state will establish curriculum goals for each of the courses mandated for high school graduation.

COLORADO

Student Standards

o Testing

Local school districts have the option of testing students for competency purposes. The scope of the tests is determined locally and school districts decide whether to use these tests as a requirement for high school graduation. If a test is used as a graduation requirement, districts must provide remediation to students not passing the test. Also, it must be given twice each school year beginning in the ninth grade.

o High School Graduation Requirements

Local school districts determine the number and type of courses required for high school graduation and the use of competency requirements.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

Admission to teacher education programs is based on students ranking in the top two quartiles of the high school class, having a minimum composite score of 19 on the ACT or 950 on the SAT or having a GPA of 2.5 for the most recent 30 semester hours of college work, and a passing score on the California Achievement Test and an oral test.

An institutional recommendation is required to complete teacher certification. Some institutions of higher education have established additional admissions standards.

o Certification and Relicensing

Effective January 1987, the three year Provisional (Type P) Certificate became the initial certificate to be issued to applicants entering teaching, administration, or special services. The Provisional Certificate is a prerequisite to the issuance of subsequent five year Colorado certificates: General Teacher (Type A); Professional Teacher (Type B); Vocational Teacher (Type C); Administrator (Type D); and Special Services (Type E). To obtain the Provisional Certificate, applicants must meet the requirements for the desired subsequent certificate. The individual must then complete three years of satisfactory teaching experience while holding the Provisional Certificate to be eligible to convert to a subsequent certificate.

Colorado

All certificates are renewable, and the Provisional Certificate is convertible to a subsequent certificate with 6 semester hours or equivalent of college/university and local district approved in-service credit.

o Staff Development

Staff development is not required by the state. A maximum of 4 hours of in-service credits can be used to meet certificate renewal requirements.

School and School District Standards

o Length of School Year (minimum)

176 days

o Length of School Day (minimum)

Grades 1-6: 5.5 hours (excluding lunch)
Grades 7-12: 6 hours (excluding lunch)

o Curriculum Requirements

Elementary/Middle School/Junior High. The program of studies must include, but is not limited to: language arts, social studies, science, mathematics, fine arts, health and safety, and physical education.

Senior High. The program of study must include at least 30 units of work appropriately distributed among the following: language arts, social studies, science, mathematics, foreign language, fine arts, vocational and practical arts, health and safety, and physical education.

CONNECTICUT

Student Standards

o Testing

Prior to the 1985-86 school year, the state mandated that local school districts test students in three consecutive grades between 2 and 8 in reading, mathematics and language arts. The districts chose the test used and set performance standards. A statewide basic skills test was also given to all 9th graders in the same three areas. In 1984, legislation was passed that replaced this testing program with the Connecticut Mastery Testing Program. Program testing began in grade 4 in 1985-86 and grades 6 and 8 in 1986-87. The tests, which also cover reading, mathematics and language arts, including a writing sample, are used for monitoring and diagnostic purposes and to identify students who are eligible to participate in the state-funded compensatory education program. The state does not set minimum competency standards for promotion or graduation.

o High School Graduation Requirements

The graduating class of 1987 was required to complete 18 credits. Statutes were amended in 1984 to require the class of 1988 to complete 20 credits when all school districts are required by law to impose the minimum graduation requirements which include 4 credits in English, 3 credits each in mathematics and social studies, 2 credits in science, and 1 credit each in physical education and vocational education. Local school districts are to determine what courses are applicable to meet the minimum requirements. The primary orientation of the curriculum of applicable credits must be directly related to the subject matter of the specified courses.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

In 1986 and 1987, the state legislature passed several laws mandating a series of teacher assessments to ensure that each beginning teacher has: (1) essential skills in reading, writing, and mathematics; (2) subject knowledge competence; and (3) professional knowledge competence. Effective July 1, 1986, individuals seeking formal admission to teacher preparation programs, as well as certification candidates currently seeking initial certification, must fulfill the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) which addresses essential skills.

Connecticut

o Certification and Relicensing

Subject matter testing (CONNTENT) is currently being phased in and will be completed no later than May 1, 1990. This requirement affects individuals seeking an initial educator certificate, as well as currently employed teachers seeking additional subject area endorsements.

The assessment of professional knowledge competence is also currently being developed and is scheduled to be implemented in the 1989-90 school year. Assessment is accomplished through the Beginning Educator Support and Training Program, Connecticut's comprehensive induction program for beginning teachers. Its two components include: (1) support through the assignment of a mentor teacher to each beginning teacher, and (2) assessment for provisional certification. In addition to professional knowledge clinical assessments, the state is currently developing assessment center approaches for evaluating a teacher's subject matter/pedagogical knowledge through the use of semi-structured interviews. The new state assessment approach is being developed in partnership with the California State Department of Education and the Carnegie-funded Stanford University Teacher Assessment Project.

o Staff Development

In accordance with 1984 legislation, ongoing and systematic professional development is a major commitment of the State Board of Education. The centerpiece of this effort is the State Department of Education's Institute of Teaching and Learning. During the 1986-87 school year, courses were offered in a number of instructional areas. The Institute also presented conferences and workshops on topics related to regular and special student needs.

A new and significant program of the Institute, the Connecticut Principal's Academy, was initiated during the 1986-86 school year. The program provides workshops and conferences aimed at improving the skills of public school principals. There are also numerous professional development activities at the local district level. In 1986-87 each district implemented their five year plan aimed at meeting the needs of its teachers and administrators. Each plan was developed by local boards of education with the advice and assistance of the teachers employed in the district.

School and School District Standards

o Length of School Day (minimum)

At least 4 hours of school work. Minimum class periods are 40 minutes.

Connecticut

o Length of School Year (minimum)

180 days and 900 hours of actual school work.

o Curriculum

In January 1987 the State Board of Education adopted Connecticut's Common Core of Learning, "as its standard of an educated citizen and as its policy on the skills, knowledge, and attitudes that are expected of public secondary school graduates." The Common Core includes specific student outcomes in three areas. The first is "Attributes and Attitudes" and includes self-concept, motivation and persistence, responsibility and self-reliance, intellectual curiosity, interpersonal relations, sense of community, and moral and ethical values. The second area, "Skills and Competencies," includes reading, writing, speaking, listening, quantitative skills, reasoning and problem solving, and learning skills. The third area, "Understandings and Applications," includes the arts, careers and vocations, cultures and languages, history and social science, literature, mathematics, physical development and health, science and technology.

The Common Core is not a curriculum. Each district's curriculum will be more comprehensive and specific, including a wide range of learning experiences and instructional strategies. The Common Core is a statement of the student outcomes expected to result from the entire K-12 school experience. It was developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations, and teaching. The Common Core is neither a state mandate nor a condition for graduation. It provides a statement of expectations and a catalyst for school improvement.

DELAWARE

Student Standards

o Testing

Students must be certified as having met minimal performance requirements by their local school district as a requirement for high school graduation (see below).

o High School Graduation Requirements

Until 1987, graduating seniors must complete 4 years of English, 3 years of social studies, 1 year each of mathematics and science, 1 1/2 years of health and physical education and a total of 18 units. Starting with the Class of 1987, 19 units will be required for graduation, including an additional year of mathematics and of science. The state also recommends that college-bound students take 3 years each of mathematics, science and foreign language and 1/2 credit of computer programming or computer science.

Students must also be certified as having met the minimal performance requirements in reading, writing and mathematics. The State Department of Education established the competencies and local districts set the performance level required for these competencies. This requirement was first applied to the Class of 1981.

o Attendance

Students must attend school from age 6 through 15. Legislation passed in 1984 mandates kindergarten attendance.

o Other

Student athletes must pass four regular courses, including two core courses, to be eligible for interscholastic sports.

Teacher Standards

o Teacher Preparation

Admission criteria for teacher education programs are set by individual institutions.

o Certification and Relicensing

Effective July 1983, candidates for the initial teaching certificate must pass the Pre-Professional Skills Test covering reading, writing and mathematics. This certificate is valid for 5 years. The Professional Status Certificate is issued after 3 years of teaching experience and is valid for as long as the teacher teaches in the same area.

Delaware

o Staff Development

The State Department of Education coordinates a large offering of inservice programs conducted by the state and local school districts. State approved inservice programs can be used as part of the credit requirements to advance on the statewide salary schedule.

School and School District Standards

o Length of School Year (minimum)

180 days - 185 teacher days

o Length of School day (minimum)

6 hours for grades 1-12, exclusive of lunch

o Curriculum

Local school districts must incorporate the state-established basic skills performance competencies for high school graduation into their overall elementary, middle, junior and senior high school curricula with each school district certifying students as meeting the requirements. Program objectives and performance standards have been developed for all courses and subject areas, grades K-12.

FLORIDA

Student Standards

o Testing

The State Student Assessment Test (SSAT) has assessed student performance in selected basic skill areas and in functional literacy since 1977-78. Part I (SSAT-I) tests students in grades 3, 5, 8 and 10 in reading, writing and mathematics, based upon statewide minimum student performance standards in these areas. Test results are used to monitor student performance, to identify students in need of remediation and to allocate state compensatory education aid.

Functional literacy is measured by Part II (SSAT-II) of the test, which measures the ability of 10th grade students to apply knowledge in communications skills and mathematics to realistic situations. Passing SSAT-II is a high school graduation requirement. Students have five opportunities to pass SSAT II, once while in the tenth grade, during the two administrations while 11th graders and the two administrations while 12th graders. If the student still has not passed the test, the student may enroll in adult courses after receiving a certificate of completion from high school. No graduation diploma is awarded until SSAT II is passed.

Statewide student performance standards have been developed in science and computer literacy for grades 3, 5, 8 and 11. Work is progressing in the development of performance standards in social studies. Statewide student performance standards of excellence in mathematics, science, social studies and writing have been approved by the SBE and each of Florida's 67 school districts is required to adopt policies to ensure that appropriate students receive instruction based upon these standards. These standards of excellence are designed for students who excel in academic performance.

o High School Graduation Requirements

Prior to enactment of legislation in 1983, Florida had no statewide high school graduation requirements and course requirements were established by local school districts. The Classes of 1985 and 1986 must complete a minimum of 22 credits, including 3 credits each in mathematics, science, and English. For the 1986-87 school year and thereafter, seniors will need to complete a minimum of 24 credits, including 4 in English, 3 each in mathematics, science (2 of which must have a laboratory component), and social studies, and 1/2 credit each in vocational education, performing fine arts, life management skills and physical education. No more than 9 credits in remedial and compensatory courses may be counted as elective credits toward graduation. In addition, effective for the 1988-89 school year, students must maintain a 1.5 cumulative grade point average on a 4.0 scale in required courses counted as credit for graduation.

Passing the SSAT-II (see Testing above) has been a requirement for high school graduation since 1983.

Florida

o Attendance

Students must attend school from age 6 through 16. In order to ensure that students spend more time in high school, 1983 legislation funded additional dollars for students in grades 9-12 to attend 7 periods per day starting in 1983-84 on a voluntary basis.

Teacher Standards

o Teacher Preparation

Prospective teacher education students must achieve a state-established minimum score on the SAT or ACT and meet minimum grade point average and other requirements set by individual institutions. Schools may waive the testing requirement for 10 percent of their applicants who may be admitted on a probational basis and provided with remedial services. Starting in August 1985, high school teachers must take a minimum of 30 semester hours in upper division specialization courses outside the school of education.

o Certification and Relicensing

Since 1980, teaching candidates must pass the Florida Teacher Certification Exam which measures basic skills, professional education competencies and writing skills. Before receiving an initial certificate valid for 5 years, beginning teachers must complete a year-long Beginning Teacher Program. This program, which was implemented in 1982, requires one year of supervision and the evaluation of a number of generic competencies through a "performance measurement system." Additional credits or inservice in lieu of credits are required for recertification.

o Staff Development

Local school district inservice education programs are required and approved programs are funded by the state. Inservice activities are coordinated with the annual evaluations of all teacher and principals and inservice points may be used for recertification.

School and School District Standards

o Length of School Year (minimum)

180 days

Florida

o Length of School Day (minimum)

K: 3 hrs.
Grades 1-3: 4 hrs.
Grades 4-12: 5 hrs.

Districts are given a financial incentive to offer six 60-minute periods or seven 50-minute periods, rather than the existing six, 50-minute periods.

o Curriculum

The state now requires that all districts adopt student performance standards for each academic course in grades 9-12 required for high school graduation. These standards will augment state-adopted minimum student performance standards established for grades 3, 5, 8, and 11. (See section on Student Testing.) Curriculum frameworks developed by the State Department of Education are designed to ensure greater consistency in curriculum and instruction across school districts.

Legislation passed in 1983 is designed to ensure Minimum Student Performance Standards in computer literacy. Computer literacy must be integrated into the curriculum of grades 4-8 where resources exist. High schools are advised to offer courses from a Computer Education Curriculum Framework designed by the state.

GEORGIA

Student Standards

o Testing

Georgia established a state testing program with the primary aim of providing information to teachers, students, parents, citizens, and policy and decision makers. Information is collected to answer questions regarding the extent to which students are acquiring knowledge and skills essential to further learning. The information is used to aid teachers and administrators in instructional planning, to aid students and their parents in personal decision making, and to aid both educators and the general public in evaluating the effectiveness of educational programs.

With the implementation of the 1985 Quality Basic Education Act (QBE), the assessment program was revised and expanded to include criterion referenced tests (CRTs) for all students in grades one, three, six, eight, and ten (option grades: two and four). CRTs measure a student's achievement of specific objectives based on the state curriculum, the results of which primarily are used to customize each student's learning program with his or her specific needs.

Beginning 1987-88, all students are assessed with a readiness test prior to entering first grade. Passing the High School Basic Skills Tests given in grade 10 is one of the requirements to receive a regular high school diploma, and the third grade CRT is used as one of the promotion criteria for admission to the fourth grade. In addition, norm referenced tests are given to students in grades two, four, seven and nine. The NRT results primarily are used to compare students with their national peers.

o High School Graduation Requirements

Until June 1988, high school students must complete 20 units for graduation, including 3 years of English, 2 years of social studies, 2 years of mathematics and 1 of science (or 1 year of mathematics and 2 of science), 2/3 of a year of health and physical education, and 1/3 unit each of citizenship, personal finance, free enterprise and career planning. Beginning with the Class of 1988, students will need 21 units, including an additional year of English, of mathematics or science, and of computer technology, fine arts or vocational education. Graduating seniors must also pass the Georgia Basic Skills Test at some time between 10th and 12th grade. This criterion-referenced test covers reading, mathematics and problem-solving. The Class of 1990 will also have to pass the writing portion of the Basic Skills Test.

o Attendance

Students must attend school from age 7 through 15.

Georgia

Teacher Standards

o Teacher Preparation

Criteria for admission to teacher education programs have varied by institution, although the state sets a minimum grade point average for public institutions. Beginning in August 1984, state standards for admission to programs in state colleges and universities will include a slightly higher grade point average, passing the Regents Examination, and demonstrated competence in communications skills.

Program criteria for each of the teaching fields are revised every ten years. During the last several such revisions it has been noted that committees have recommended, and the Georgia Board has approved, criteria that contain more objectivity and that are aimed toward the achievement of high standards of quality. The state General Assembly authorized, and the Board of Education adopted, an alternate route leading to professional certification of teachers in the "critical" fields of math, science, and foreign language. Not only is there a reduction by five quarter hours in an educational foundations course, but the Board provided also that the 35 quarter hour required sequence could be completed through state approved staff development courses offered by LEAs. Such coursework must follow course syllabi adopted by the state.

o Teacher Certification

Georgia's performance-based certification system has two components: the Georgia Teacher Certification Test (required since 1978) which measures subject matter knowledge, and an on-the-job assessment of new teachers (which began in 1980) using state-developed Teacher Performance Assessment Instruments (TPAI). New teachers may teach for only one year without passing the test. Candidates receive a non-renewable certificate valid for 3 years, during which time they must demonstrate acceptable performance on 8 generic competencies. Teachers then receive a performance based certificate good for 5 years. Certificate renewal requires additional credits or inservice training and is good for 5 years. Advanced certificates beyond the master's degree level each require three years of teaching experience and advanced degrees.

o Staff Development

Georgia's legislative reform package mandates that all LEAs annually prepare a comprehensive plan for staff development that provides opportunities for all school personnel to continue their professional development throughout their careers. Total state funding is up to $30 million from $600,000.

Georgia

School and School District Standards

o Length of School Year (minimum)

A minimum of 180 days of instruction are required in each school year. The minimum school year for teachers is 190 days. The State Board of Education recently approved new standards that require local districts to use no more than 3 days for school-sponsored, non-instructional activities and to develop policies restricting student absences for school sponsored activities to no more than 10 days in a school year. These standards are in effect for the 1987-88 school year.

o Length of School Day (minimum)

Grades 1-3: 4.5 hours
Grades 4-12: 6 hours

o Curriculum

LEAs are currently basing instruction on the Basic Curriculum Content for Georgia's Public Schools (BCC). This document is a collection of objectives by grade level in all academic areas for grades K-8 and a collection of topics in all academic courses for grades 9-12. During 1987-88, LEAs will review a new document, Quality Core Curriculum (QCC). In 1988-89, the QCC will be the mandated curriculum for grades K-12.

HAWAII

Student Standards

o Testing

Hawaii is developing a statewide competency-based testing program focused on achievement in grades 3, 6, 8, and 10.

o High School Graduation Standards

Graduating seniors must complete 20 units, including 4 years each of English and social studies, 2 years each of mathematics and science, 1-1/2 year of health and physical education and 1/2 year of guidance. In addition, students must pass a test or demonstrate in another manner their mastery of 15 competencies. Seniors must receive computer experience before they graduate.

o Attendance

Students must attend school from age 6 through 17.

o Other

A 1982 statewide disciplinary code defines student offenses and specifies the actions to be taken.

Teacher Standards

o Teacher Preparation

Admission to teacher education programs varies by institution based on minimum grade point average and test scores. A state-determined minimum grade point average is required to complete these programs.

o Certification and Relicensing

A 2 year initial certificate is granted to graduates of state-approved teacher education programs who also pass the National Teachers Exam Core Battery and Special Area tests. The beginning teacher's performance is observed at frequent intervals for this period. After completing 2 years of successful teaching, an individual receives either a Basic Certificate (4-year teacher education program) or a Professional Certificate (fifth year teacher education or a master's degree).

o Staff Development

Inservice training is provided for all school employees. Inservice credits can be applied toward salary increments, but training is not specifically tied to certificate renewal.

Hawaii

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of the School Day (minimum)

6 hours

o Curriculum

The state requires that local district curriculum focus on skills set forth in the Foundation Program consisting of eight major learning outcomes. The State Department of Education provides curriculum guidelines for grades K-12.

IDAHO

Student Standards

o Testing

Local school districts must test all 6th, 8th, and 11th grade students on a standardized achievement test provided by the state. Scores are used to compare achievement statewide and to develop remedial programs.

o High School Graduation Requirements

Starting with the Class of 1988, students must complete 5 years of English (including 1 semester courses in speech and reading), 4 semesters of social studies, 1 year of humanities, foreign language or fine arts, 1 year of physical education, 1 semester of economics, 2 years of science, and 2 years of mathematics or computer science. The total credits required have been increased from 18 to 20. Students must achieve a "C" average in 14 core requirements before a diploma is awarded.

o Attendance

Students must attend school from age 7 through 15. High school students must attend 90 percent of the class sessions to receive credit for the course. The State Board of Education has asked local school districts to establish attendance requirements for elementary school students.

Teacher Standards

o Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students must achieve a state-established minimum grade point average to complete the programs.

o Certification and Relicensing

Certification, granted upon completion of an approved teacher education program, is valid for 5 years. Teachers must complete 6 credits for recertification, half of which may be earned through inservice programs. An advanced certificate, also valid for 5 years, requires a master's degree for a fifth year of education.

o Staff Development

Local school districts must develop and implement District Professional Development Plans which are submitted and approved annually.

Idaho

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Grades 1-3: 270 minutes per day
Grades 4-6: 300 minutes per day
Grades 7-12: 330 minutes per day

All high school students must maintain a 6 period schedule, even if they have satisfied high school graduation requirements.

o Other

The legislature has asked all local school districts to develop disciplinary policies.

ILLINOIS
(1984-85 Profile)

Student Standards

o Testing

Local school districts are advised to assess students in reading and mathematics at least twice in elementary school and once in high school. Proficiency standards and assessment instruments are determined by the districts. The State Board of Education does not require or endorse the use of minimum competency tests. It encourages districts to use multiple criteria in evaluating student performance.

o High School Graduation Requirements

Through the Class of 1987, students must complete 3 years of English, 1 year of social studies and a total of 16 units to graduate. Additional requirements are determined by local school boards. Legislation enacted in 1983 requires students in the Class of 1988 to take 3 years of English, 2 each of social studies and mathematics, 1 of science, 1 of foreign language, fine arts or vocational education, 4 years of physical education and 1 semester of health education.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

The use of tests and minimum grade point averages for admission to and completion of teacher education programs varies by institution. The state is reviewing its standards on admission, retention and recommendation for certification to make more rigorous and uniform the standards used by the 58 teacher education institutions.

o Certification and Relicensing

Upon completion of an approved teacher education program, teachers receive a Standard Certificate which is renewable every 4 years through registration and payment of fees.

o Staff Development

Although there are no state inservice training requirements, all local school districts and regional State Department of Education staff provide inservice/staff development programs.

Illinois

School and School District Standards

- Length of School Year (minimum)

  176 days of actual pupil attendance

- Length of School Day (minimum)

  Grade 1: 4 hours
  Grades 2-12: 5 hours

INDIANA

Student Standards

o Testing

Each school corporation is required to maintain a current educational improvement program of evaluation and follow-up in the subject matter areas of reading, composition and spelling, mathematics, social studies, science, and computer literacy. The educational improvement program includes annually testing students at four grade levels (two in grades 1-6, one in grades 7 and 8, and one in grades 9-12) in the areas listed above. Performance standards are set locally and are for instructional improvement only.

A statewide basic competency skills test is presently administered to students in grades 3, 6, and 8 in the areas of mathematics, reading comprehension, and composition. Minimum acceptable test scores are set by the State Board of Education. Students scoring below the minimum acceptable scores are required to participate in a remediation program.

Beginning with the 1987-88 school year, a new statewide test of educational progress will be implemented in grades 1, 2, 3, 6, 8, 9, and 11. It will replace the current statewide basic competency skills testing and remediation program. ISTEP (Indiana Statewide Testing for Educational Progress) will test students in English/language arts, mathematics, social studies, and science. The State Board of Education will adopt state achievement standards for mathematics and English/language arts for grades 1-8. Students scoring below the state achievement standards (yet no more than 16 percent of the state's students) will be required to attend a summer remediation program. A waiver of the remediation program is available in certain instances. Any student who, after summer remediation and retesting, still scores below the state standards must be retained for one school year. A waiver of the retention requirement is also available in limited instances.

o High School Graduation Requirements

Until 1989, graduating high school seniors must complete 3 years of English, 2 of social studies, 1 each of mathematics, science and basic physical education, 1/2 year of health and safety (total 16 units) plus 16 credits earned as electives from these and other areas of study, for a total of 32 units. Additionally, students must attend 7 semesters in grades 9-12 in order to graduate. However, a waiver of this requirement is available.

Effective with the Class of 1989, students must take an additional year each of English, mathematics and science, (total 22 units), plus 16 credits of electives, for a total of 38 credits. The third year of a foreign language can be substituted for the fourth year of English.

Indiana

An academic honors diploma is available to those students in the class of 1989 who earn 47 credits as follows: 4 years of English and mathematics, 3 or 4 years of a foreign language, 3 years of social studies and science, 1 year of fine arts and basic physical education, 1/2 year of health and safety (total 38 or 40 credits), plus 7 or 9 credits of electives. (Students in the class of 1988 are eligible for the academic honors diploma if they have taken 2 years of one foreign language and met all of the other requirements.) Additionally, only courses in which a student has earned a grade of C or above may count toward an academic honors diploma and only courses in the highest academic track may count toward an academic honors diploma. A student's GPA must be a B or above.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution, although all institutions have developed programs which incorporate the minimum standards established by the State Board of Education.

o Certification and Relicensing

Graduates of approved teacher education programs receive an Initial Standard License, valid for 5 years and which can be renewed for another 5 years with additional credits. Teachers may obtain professional licenses upon completion of a master's degree and 3 years teaching experience or may renew the Initial Standard License every five years. The State Board of Education has established a legislatively mandated system for license renewal that does not require completion of a master's degree.

Starting in July 1985, applicants for the Initial Standard License had to pass a teacher license examination which tested general knowledge and professional knowledge. Beginning July 1986, applicants also had to pass subject matter tests.

Effective April 1988, a school corporation may not employ an individual with an Initial Standard Licence unless the individual has completed or is participating in a beginning teacher internship program or has at least two years teaching experience outside of Indiana. The beginning teacher internship program involves the appointment of a mentor who evaluates the progress, strengths, and weaknesses of the beginning teacher's skills and practices and provides guidance to the beginning teacher in attaining excellence in teaching.

Indiana

o Staff Development

Local school districts design and offer their own inservice programs. As part of the new licensing system, the State Board of Education has developed a continuing education plan for teachers and administrators for lifelong learning and professional development.

Beginning July 1987, each school corporation must develop and implement a staff performance evaluation plan to evaluate the performance of each certified employee. Each plan must provide for the improvement of the performance of the individuals evaluated, must provide for the growth and development of the individuals evaluated, must require periodic assessment of the effectiveness of the plan, must provide for the evaluation of non-permanent and semi-permanent teachers, and may provide a basis for making employment decisions.

School and School District Standards

o Length of School Year (minimum)

In 1986-87, the minimum length of the school year was 175 days with no requirement to make up snow days. For the 1987-88 year, the minimum remains the same but snow days have to be made up. In 1988-89 the minimum will be 180 days with snow days being made up.

o Length of School Day (minimum)

Grades 1-6: 5 hours
Grades 7-12: 6 hours

o Curriculum

In 1988, each school's computer literacy curriculum must be reviewed and updated (as part of every school's educational improvement program).

o Other

Legislation passed in 1987 established a performance-based accreditation system, a performance-based awards program, an educational opportunity program for at-risk students, a committee on educational attitudes, motivation and parental involvement, and a loan repayment program for minority teachers.

IOWA

Student Standards

o Testing

There are currently no state testing requirements.

o High School Graduation Standards

The number and types of courses required for graduation from high school are determined by local school boards. The state requires students to complete 1-1/2 years of social studies and 1/8 unit of physical education each semester a student is enrolled.

o Attendance

Students must attend school from age 7 to age 16.

o Other

Students must be earning 15 semester hours toward graduation in the current semester and have earned 15 credits in the previous semester to be eligible to participate in extracurricular activities.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs are determined by individual institutions. The State Board of Education, which is also the Board of Educational Examiners, approves the curriculum of the teacher education programs.

o Certification and Relicensing

Candidates for initial certification, which is valid for 10 years and can be renewed with additional credits and inservice training, must complete an approved teacher education program. The Permanent Certificate requires a master's degree and 4 years of teaching experience. Effective October 1, 1988, initial certification for teachers is valid for two years. Subsequent certificates are issued for five year periods with additional credits and inservice training. The permanent certificate will no longer be issued after October 1988.

o Staff Development

Inservice training that is applied to certificate renewal must be approved by the State Department of Education.

Iowa

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Determined by local school boards. Proposed standards effective in 1989 require a minimum student instructional day of 5 1/2 hrs.

Other

The State Board of Education is currently revising its educational standards with an effective date of July 1, 1989 for local school districts.

KANSAS

Student Standards

o Testing

Students in grades 2, 4, 6, 8 and 11 have taken statewide tests in reading and mathematics since 1981-82. The results are used to provide a descriptive profile of the students' minimum competency achievement. After reviewing the 1982-83 testing program during the 1983-84 interim session, the Legislature voted to continue the program for five years and change the testing from grade 11 to grade 10.

o High School Graduation Requirements

Until 1988, graduating seniors must complete 4 years of English, 2 of social studies, 1 each of mathematics and science, 1 of health and physical education and a total of 17 units. Starting with the Class of 1988, students will need an additional year each of social studies, mathematics and science, for a total of 20 units. The Class of 1989 must complete 21 units (a unit increase in electives). The State Board of Education also defined college preparatory programs to include courses in mathematics, science, foreign language and computers.

o Attendance

Students must attend school from age 7 to age 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students attending state schools (Regents Institutions) must attain a minimum grade point average and pass a basic skills test. Beginning in September 1985, students must participate in or be accepted in early field experiences before entering teacher education programs.

o Certification and Relicensing

For initial certification an applicant must have completed a state approved teacher education program; have a cumulative GPA of 2.5 on a 4.0 scale; have passed the Pre-Professional Skills Test and the Professional Knowledge component of the National Teacher Examination; and have the recommendation of the teacher education institution at which the program was completed. The initial certificate is valid for 3 years. The 5-Year Certificate requires 2 years teaching experience during the term of the 3-year certificate. Renewal of the 5-Year Certificate requires either 6 or 8 semester hours of recent credit. State-approved inservice can be applied toward renewal.

Kansas

o Staff Development

Inservice programs approved by the State Department of Education can be used for certificate renewal. 1984 legislation allows local school districts to develop and submit inservice education plans to the state for approval.

School and School District Standards

o Length of School Year (minimum)

Grades 1-11: 180 days or 1,080 hours
Grade 12: 175 days or 1,050 hours

o Length of School Day (minimum)

6 hours

KENTUCKY

Student Standards

o Testing

Students have been tested in reading, writing, language arts and mathematics in grades 3, 5, 7, and 10 since 1979. Local school districts must provide remedial help to those students falling below state-established performance standards. Under Legislation passed in 1984 the State Department of Education established essential skills standards by grade and subject in mathematics, reading, reference skills, spelling and writing and began testing students in these areas in every grade in 1985-86. Remediation is required for 1st and 2nd graders not passing the essential skills tests.

o High School Graduation Requirements

Starting with the class of 1987, students must take a total of 20 credits to graduate: 4 years of English; 3 years of math; 3 years of science; 1 year of health and physical education; 2 years of American history and world history; and 7 electives. High school students must complete 2 years each of math, English, and science in their freshman and sophomore years. High school graduation no longer guarantees automatic entry to the state's public universities.

o Attendance

Attendance is compulsory from age 6 through 15 and written parental permission is required for a student to dropout thereafter. Beginning in 1986-87, completion of kindergarten will be a prerequisite for entering first grade.

o Other

1985 and 1986 legislation provided funding for (1) innovative incentive grants to local school districts to experiment with improved educational practices and (2) teaching excellence grants for improving academic performance. The latter requires a local cash match.

Teacher Standards

o Teacher Preparation

All applicants to teacher education programs must score at the 12th grade level on a standardized test in English and mathematics as well as achieve a minimum grade point average of 2.5. Students must meet a minimum grade point average overall and in their major to complete the program. A competency testing and one-year internship requirement was passed by the 1984 legislature and implemented in 1985-86.

Kentucky

o Certification and Relicensing

Effective January 1985, teaching candidates must pass the National Teachers Examination and complete a one-year internship before receiving a certificate that is good for 4 years. Thereafter, renewals are based on acquisition of a Master's degree, other advanced training and experience. Renewals are good for 5 year periods.

o Staff Development

Each local school district is allocated 4 inservice days per year. District plans are based on locally-determined needs and must be approved by the State Department of Education. 1986 legislation provided funding for one of the 4 days to be designated for a centralized and regionalized inservice program. In addition, funding was provided for Commonwealth Institute for Teachers, a week-long seminar with follow-up weekends for up to 200 outstanding teachers.

School and School District Standards

o Length of School Year (minimum)

185 days of which 175 are for instruction.

o Length of School Day (minimum)

6 hours of instructional time (excluding lunch and recess).

o Curriculum

1985 and 1986 legislation provided $3 million for the teaching of writing in the ninth grade following the principles of the Bay Area Writing Project.

o Other

Class sizes are funded at 25-1 in grades 1-3 and 27-1 in grades 4-12. 1984 legislation capped class size at 29 students in grades 1-3 and 31 students in grades 4-12. 1985 legislation set a schedule for lowering class sizes to 23 in 1st grade in 1989-90, 24 in 2nd grade, 25 in 3rd grade, 27 in 4th grade, 29 in 5th and 6th grades, and 31 in 7th and 8th grades.

"Academic bankruptcy" legislation enacted in 1984 requires that performance standards be adopted by the State Board of Education and that local districts must publish academic performance data in their local newspapers every year. Districts must submit a Master Educational Improvement Plan to the state outlining ways in which deficiencies can be

corrected over a specific time period. Districts that fail to meet deadlines for improvement are placed in "academic receivership," and are subject to management intervention by the state and in extreme cases, to removal of local district leadership. 1985 and 1986 legislation provide funding for management assistance to be provided to the lowest performing districts.

LOUISIANA

Student Standards

o Testing

Basic Skills Testing Program. Beginning in 1981-82, a statewide basic skills testing program was initiated with criterion-referenced basic skills tests in language arts and mathematics administered to students in second grade. One grade a year was added to the testing program until 1984-85, when the program was limited to grades 2 through 5.

In 1986, the basic skills testing program was redesigned to measure proficiency in grade-level skills, rather than minimum proficiency skills. The new criterion-referenced testing program, to be implemented in 1988-89, will test students in grades 3, 5, and 7.

Statewide minimum performance scores for the basic skills testing program are set annually by the State Department of Education, and achievement on the tests is a principal factor in promotion and remediation decisions.

Norm-Referenced Testing Program. A local option norm-referenced testing program was implemented for 1986-87 only. Forty-six of the state's 66 school systems participated and will be reimbursed on a per pupil basis for the cost of the local testing program. The local school systems will report the results of the testing to the State Department of Education.

Beginning in 1987-88, a single norm-referenced test will be administered statewide at a minimum of three grade levels. At the present time, grades 4, 6, and 9 are being recommended.

Grade 11 Proficiency Test. An 11th grade test, designed to measure proficiency in the core content subjects (English, mathematics, science, and social studies) required in secondary schools, will be implemented in 1988-89. The results are intended to certify students for a high school diploma and to identify students requiring remedial assistance.

SREB/NAEP Grade 11 Test. In 1986-87, the state is participating, for the second year, in the Southern Regional Education Board/National Assessment of Educational Progress Grade 11 test, along with seven other southern states. Approximately 2,000 Louisiana Grade 11 students are being tested in mathematics and U.S. History. Their performance will be compared to a national norm, a southeastern regional norm, and to other participating states.

Kindergarten Developmental Screening. Beginning with the 1987-88 school year, every child entering kindergarten for the first time must be given a nationally recognized readiness test. Local school systems will each select an instrument from the state's list of approved instruments. The results of the screening must be used for placement and for planning instruction.

Louisiana

o High School Graduation Requirements

Beginning with the graduating class of 1989 (1986-87 incoming freshmen), students must complete 4 units of English, 3 units of social studies, 3 units of mathematics, 3 units of science, 2 units of health and physical education, 1/2 unit of computer literacy, and 7 1/2 units of electives, for a total of 23 units. Changes from prior years included increasing the number of science units from 2 to 3, the number of social studies units from 2 to 3, adding the 1/2 unit of computer literacy, and reducing the number of allowed electives from 8 1/2 to 7 1/2. In addition to increasing the number of units, the required courses in each area were strengthened. Beginning in 1988-89, students must pass the 11th Grade Proficiency Test for graduation.

o Attendance

Students must attend school from age 7 through 16. Legislation is pending to change the compulsory attendance ages to 7 through 18 and to change the date a child may enter the first grade of any public school to six years old on or before December 31 of the calendar year in which the school year begins. Since 1984, parents or legal guardians have been allowed to apply to the State Board of Elementary and Secondary Education for approval of a home study program for their children.

Teacher Standards

o Teacher Preparation

Prior to admission to a state college teacher education program, applicants for teacher certification must take the General Knowledge and Communication Skills Tests in the National Teacher Examinations Core Battery. In addition, applicants must have attained a 2.2 GPA on a 4.0 scale in all college course work attempted before gaining admission to such programs.

Applicants for certification at the secondary level must complete no less than six semester hours in the teaching of reading, and for certification at the elementary level, shall have completed no less than nine semester hours in the teaching of reading.

Applicants must spend a minimum of 270 clock hours in student teaching with at least 180 hours spent in actual teaching. Also, the applicant must have completed a substantial proportion of the 180 hours of actual student teaching on an all-day basis.

Upon graduation from an approved teacher education program, applicants must have achieved a 2.5 GPA on a 4.0 scale.

Louisiana

o Certification and Relicensing

Since 1978, any person applying for initial certification as a teacher in a public school must have passed an examination that includes English proficiency, pedagogical knowledge, and knowledge in the area of specialization. The initial certificate is valid for 3 years and may be renewed for an additional 3 years. Lifetime certification requires 3-5 years of teaching experience and additional credits depending on the type of certificate sought.

o Staff Development

Local school systems may provide teacher inservice education programs based on local needs. These programs are designed by local school district staff. An Administrative Leadership Academy is being established to develop, publicize, and implement workshops, courses, and activities for school administrators whose positions require teacher certification. Every principal, assistant principal, and local school system central office administrator who deals directly with instruction must earn 15 renewal credits each five years served in an administrative position. Credits will be earned for workshops sponsored by the Academy, college credit hours, and positive evaluations in administrative positions. Training for prospective administrators will also be provided.

School and School District Standards

o Length of School Year (minimum)

180 days with no fewer than 175 days of instruction

o Length of School Day (minimum)

330 minutes of instructional time, exclusive of all recesses. School boards may provide for a school day consisting of up to 360 minutes instructional time, exclusive of all recesses.

o Other

Extracurricular activities may not be scheduled during instructional time; local school districts may allow 3 days per school year for such activities.

MAINE

Student Standards

o Testing

The Maine Educational Assessment Program, begun in 1985-86, tests students in grades 4, 8, and 11 in reading, writing, mathematics, social studies, and science. This assessment, which is designed to provide information on the achievement and progress of Maine students, replaces the Maine Assessment of Educational Progress studies conducted since 1971 with representative samples of students.

o High School Graduation Requirements

The number and distribution of courses required for high school graduation prior to 1989 is determined by local boards of education, with the state only requiring students to take 4 years of English and to receive instruction in American history. Students graduating in 1989 must attain by state regulation at least 16 credits of which the following are required: 4 credits English; 1 credit each of American history, fine arts, physical education, and social studies; 2 credits each of mathematics and science; 1/2 credit each of health education and Maine studies; and demonstrate proficiency in the use of computers. Local boards may require more specific courses or credits.

o Attendance

Students must attend school from age 7 through 16. Legislation passed in 1984 mandates the provision of kindergarten.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

A Provisional Certificate is issued upon completion of an approved teacher education program which is valid for 5 years and requires additional credits for renewal. A Professional Certificate is valid for 10 years and can be obtained with 30 credits and 4 years of teaching experience. 1984 legislation created a three-level program for teacher preparation and certification, including a two-year nonrenewable certificate for beginning teachers which emphasizes preparation through internships. Starting in June 1985, teacher candidates will have to report scores from the Core Battery section of the National Teacher Examinations to qualify for certification.

Maine

Regulations are being written to implement the Teacher Certification Law of 1984 that will provide three levels of certification: Provisional, Professional, and Master. Development of support groups to assist the teacher in attaining the chosen certification level is also part of this law.

o Staff Development

Local school districts plan, provide and fund staff development programs. The State Department of Education evaluates and approves each teacher's certification renewal plan, and inservice can be used for renewal of a Provisional Certificate. Forthcoming regulations may change the renewal of provisional certification.

School and School Districts Standards

o Length of School Year (minimum)

180 days, including 5 days for inservice.

o Length of School Day (minimum)

5 hours

o Curriculum

The State Department of Education provides instructional objectives in reading, English language arts, mathematics, science and social studies, and test questions matched to these objectives and test scoring services to those school districts that wish the assistance. Starting with the 1985-86 school year, high schools will be required to offer a two-year sequence of a foreign language and a computer-literacy program, library instruction, and vocational education. Elementary schools, in addition to the regular course of study, will be required to offer fine arts, health education, and Maine studies programs. While the state does not mandate a particular curriculum, a process for curriculum development entitled, "A Framework for Curriculum Design: People, Process, Product" is recommended.

MARYLAND

Student Standards

o Testing

As part of a comprehensive academic improvement plan, students in grades 3, 5 and 8 are given the California Achievement Tests. Local school systems may also administer the test in grade 11 if they choose.

In addition, as part of Project Basic, students in grade 9 must take tests in reading, mathematics, and writing. A citizenship test is administered in either grade 9 or 10. Students who do not successfully meet state specified standards must be given appropriate assistance programs. These students may also retake the tests each semester until grade 12. Students who fail the tests in the 12th grade do not receive a diploma.

o High School Graduation Requirements

Effective with the graduating class of 1989, students must complete 4 years of English, 3 each of social studies and mathematics, 2 of science, 1 each of physical education and fine arts, and a total of 20 credits. This is an increase of one year of mathematics and one year of fine arts over the current requirements. They must also meet the state competency prerequisite requirements described in Testing above.

Students who complete a third year of science, one year of a foreign language and 12 units of "advanced" courses and who earn an overall grade point average of 2.6 will receive a "certificate of merit."

o Attendance

Students must attend school from age 6 through 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

Candidates receive a standard certificate upon completion of an approved teacher education program or upon meeting specific state requirements. Teachers must attain the Advanced Certificate after 10 years. This certificate requires 3 years of successful teaching experience and a master's degree or 30 semester hours of planned inservice. The state has conducted validation of the NTE Programs tests and could ultimately require a test for initial certification.

Maryland

o Staff Development

Since inservice is required to gain advanced certification, an extensive network of inservice is available from local school districts and state agencies.

School and School District Standards

o Length of School Year (minimum)

180 days.

o Length of School Day (minimum)

Grades 1-8: 6 hours
Grades 9-12: 6.5 hours

o Curriculum

The state has produced K-12 curriculum frameworks in the areas of social studies, science, mathematics, language arts, and physical education. These frameworks were put into bylaw by the State Board of Education. This means that local school systems must include the general framework goals in their curriculum. Additional frameworks are planned in the areas of the fine arts and foreign language.

MASSACHUSETTS

Student Standards

o Testing

Beginning in 1986 the state initiated two new statewide testing programs. The first program, the Massachusetts Educational Assessment Program, tests all students in grades 3, 7, and 11 in major curriculum areas using a matrix sample design that includes mostly NAEP items. The purpose of this program is to identify curriculum strengths and weaknesses at the school building and district levels. The second testing program, the Massachusetts Basic Skills Testing Program, tests all students in grades 3, 6, and 9 for mastery of basic skills in reading, writing, and mathematics. The purpose of this program is to identify students in need of remediation.

o High School Graduation Requirements

The number and distribution of courses required for high school graduation are determined by local school boards, but students must be instructed in history, civics and physical education.

o Attendance

Students must attend school from age 7 through 15.

o Other

A state task force will produce a model code of conduct.

Teacher Standards

o Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Since September 1982, teachers completing these programs have been required to demonstrate competence in five areas during their student teaching.

o Certification and Relicensing

Although statutes include a provision that teacher candidates receive a 2 year provisional certificate requiring on-the-job evaluation, a permanent certificate is issued to graduates of approved teacher education programs.

Massachusetts

o Staff Development

No statewide requirements or programs currently exist. The state funds about 500 voluntary school-based inservice education projects each year through the Commonwealth Inservice Institute.

School and School District Standards

o Length of the School Year (minimum)

180 days

o Length of the School Day (minimum)

Grades 1-6: 5 hours
Grades 7-12: 5.5 hours

MICHIGAN

Student Standards

o Testing

Students in grades 4, 7 and 10 have taken state-developed tests since 1969. The tests are designed to assess basic skills competencies in mathematics, reading, and, periodically, in other subject areas. The state does not set minimum competency standards, but uses cutoff scores to determine eligibility for the state compensatory education program and as a basis for allocating state remedial education aid.

o High School Graduation Requirements

Civics is the only course required by state law for high school graduation.

o Attendance

Students must attend school from the age of 6 through 15.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution. There is a minimum grade point requirement for entrance into student teaching.

o Certification and Relicensing

A student completing an approved teacher education program receives a Provisional Certificate, valid for 6 years. Teachers must attain the continuing certificate which is permanent. This certificate requires 18 credits and 3 years of teaching experience.

o Staff Development

The state provides local districts with a set amount of aid per teacher for staff development. Programs are developed and implemented at the local level and may count toward credit requirements for further certification.

School and School District Standards

o Length of School Year (minimum)

180 days

Michigan

o Length of School Day (minimum)

The state will provide incentive grants to local school districts that extend the school day to six 50-minute periods or a total of 300 minutes of classroom instruction a day in grades 9-12.

o Curriculum

Additional state aid will be provided to school districts that offer high school students 4 years of English and 3 years each of mathematics, science and social studies; 2 years of any combination of foreign language, fine or performing arts, vocational education or practical arts; 1 year of health and/or physical education; and, starting in 1985-86, 1 semester of computer education.

MINNESOTA

Student Standards

o Testing

Since 1984-85, local school districts are required to test students annually in any area of study they choose. The state is developing a battery of diagnostic examinations for this statewide assessment program which is similar to the National Assessment of Educational Progress.

o High School Graduation Requirements

Students must take 4 years of English, 3 of social studies, 1 science, 1 math, 1/2 of health and 1 physical education and a total of 20 units to graduate from high school (grades 9-12). Local school districts determine the distribution of the other 9 1/2 units. To ensure equal educational opportunity, the State Board of Education has increased the number of courses that districts must offer in high schools effective 1985-86. (See Curriculum below.)

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution, according to standards set by the Board of Teaching.

o Certification and Relicensing

The initial license is issued to graduates of approved teacher education programs and is valid for 2 years. Beginning April 4, 1988, all applicants for initial teaching licenses must achieve the minimum passing scores on the Pre-Professional Skills Test (PPST). The Continuing License must be renewed every 5 years with additional credits obtained through inservice, college courses, publications or work as a supervisory teacher.

o Staff Development

The state provides grant money and model programs for use by local school districts in providing inservice training. The 1984 legislature appropriated funds for "grassroots" school improvement initiatives based on school effectiveness research; also funds for training in technological applications in instruction.

Minnesota

School and School District Standards

o Length of School Year (minimum)

175 days

o Length of School Day (minimum)

Kindergarten: 2 1/2 hours
Grades 1-3: 5 hours
Grades 4-6: 5-1/2 hours
Grades 7-12: 6 hours

o Curriculum

As of 1985-86, four-year high schools must offer, or make available to students, 5 years of communications; 4 each of mathematics, science and social studies; 2 each of a foreign language, visual arts, and music; 1 of industrial arts; 1/2 in health and 2/3 in physical education in the 9th grade, and 1/2 in the 10th grade, plus 10 electives in five areas. Students in grades K-12 must be exposed to Information Technology and a career education program.

o Other

Each school district must have a written discipline policy.

MISSISSIPPI

Student Standards

o Testing

A statewide testing program was implemented in 1984-85. Diagnostic tests are given to students in grades 3, 5, 8 and 11.

o High School Graduation Requirements

Students must complete 18 units, including 4 years of English, 2 of social studies, and 2 each of mathematics and science. In the future, all graduating seniors will be required to pass the 11th grade statewide test.

o Attendance

Students must attend school from age 7 through 16. Kindergarten is a mandatory program, effective in 1986.

Teacher Standards

o Teacher Preparation

Students admitted to teacher education programs in state-supported institutions must pass a state qualifying test. Those with a minimum score on the ACT test and a specified grade point average are exempt from the test requirement with the exception of the speaking and writing areas. A minimum grade point average is required to complete teacher education programs and the state requires a passing score on the NTE.

o Certification and Relicensing

A passing score on the NTE Core Battery and/or Specialty Area Exams is required for certification. Four levels of certification are available, depending upon amount of education. Only the Class AAAA certificate, which requires a doctorate, is valid for life. Legislation passed in 1982 requires that beginning teachers be evaluated each year during their provisional status (up to 3 years). This program is being pilot-tested.

o Staff Development

Local school districts must submit comprehensive inservice staff development plans to the state. Approved programs are to be funded in part by the state. Some of the state aid is to be used to assist beginning teachers.

Mississippi

School and School District Standards

o Accreditation

A state task force proposed a plan for a performance-based school accreditation system in 1984. A model system will be tested for two years, after which all schools must comply with the standards.

o Length of School Year (minimum)

175 days

o Length of School Day (minimum)

330 minutes

o Curriculum

An Accountability/Instructional Management Program in grades K-12 defines methods of instruction and evaluation and provides a framework for implementing the performance standards mandated in the 1982 legislation.

o Other

Kindergarten, 1st, 2nd and 3rd grade classes will have assistant teachers by the 1986-87 school year to give students basic skills training.

MISSOURI

Student Standards

o Testing

Since 1979, 8th grade students have taken the statewide Basic Essential Skills Test (BEST), which tests minimum adult competencies in reading/language arts, mathematics, and government/economics. The test is used to monitor student achievement. Students who fail any part of the test during the 8th grade are required to retake the parts failed each succeeding year until passing. Starting in 1987, students will have to pass the BEST test to receive high school credit for related 9th grade basic skills courses.

In addition, the State Department of Elementary and Secondary Education provides criterion-referenced tests in reading/language arts, social studies, civics, science, and mathematics at grades 2 through 10, as part of its statewide testing program. These tests, designed to assess overall student performance and improve the quality of instruction, may be used by the local school district to assess the quality of education in the district.

o High School Graduation Requirements

Until 1988, students must complete one year each of English, social studies, mathematics and science, plus 2 additional units from among these subjects; 1 year each of fine and practical arts and physical education; and a total of 20 units for high school graduation. Starting with the Class of 1988, students will be required to take 22 units, including 3 years of English, 2 each of social studies, mathematics and science, and 1 each of fine and practical arts and health and physical education. Local school districts may award a college preparatory studies certificate to students who earn 24 units, including 4 years of English and 3 each of mathematics, science, social studies and "advanced" electives, and who achieve a minimum GPA and SAT or ACT score.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

Students must attain a minimum GPA and, since July 1983, a minimum SAT or ACT score for admission into teacher education programs. Candidates not meeting these requirements may retake the college entrance tests or other accepted national tests and complete remedial courses.

Missouri

o Certification and Relicensing

Upon completion of an approved teacher education program, students receive lifetime certification. The 1984 legislature approved a bill requiring students seeking high school certification at Missouri's public colleges and universities, to take a "nationally available exam" to test subject matter competence. The legislation also requires the state to put on probation any public college or university teacher training program in which fewer than 70 percent of the students achieve the national norm. The State Board of Education was also granted authority to replace lifetime certification effective September 1988. The life certificate will be replaced with provisional certificates with renewal criteria.

o Staff Development

All classified and accredited school districts in Missouri are required to have a planned inservice education program provided and administered by the districts to encourage and facilitate professional growth of the staff. The State Board of Education is committed to expanding that requirement by including staff development based primarily on the needs of teachers as identified by regular performance-based evaluations of teachers and local instructional priorities.

School and School District Standards

o Length of School year (minimum)

174 days and 1,044 hours

o Length of School Day (minimum)

The school day must be at least 3 hours but no more than 7 hours.

o Curriculum

The state does not mandate specific curriculum to be implemented in the school districts. The Department of Elementary and Secondary Education has been, however, promoting an instructional management system approach to curriculum in which school districts are expected to develop curriculum based upon objectives provided by the Department of Elementary and Secondary Education; provide as much instructional time as students need to master the objectives; use criterion-referenced tests to measure student mastery of the objectives; and systematically record student progress so that students receive instruction only on objectives which they have not yet mastered.

MONTANA

Student Standards

o Testing

There are no statewide testing requirements.

o High School Graduation Requirements

Students must complete 4 years of English, 2 each of social studies, mathematics, science and practical arts, 1 each of physical education and fine arts, and a total of 16 units to graduate from high school. The total units will increase to 18 for the graduating class of 1988 and 20 for the class of 1989.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

General admission standards to teacher education programs are developed cooperatively by institutions, the State Department of Education and local school districts. Individual institutions set their own grade point average and test requirements. A minimum grade point average is required for program completion.

o Teacher Certification

The NTE Core Battery is required for initial teacher and administrator certification. A Standard Certificate is awarded upon completion of an approved teacher education program. A Professional Certificate requires a master's degree and 3 years of teaching experience. Both certificates must be renewed every 5 years with additional academic credits and/or inservice.

o Staff Development

Staff development is required and the state allows 7 days per teacher per year, including attendance at conferences.

School and School District Standards

o Length of the School Year (minimum)

180 days

Montana

o Length of the School Day (minimum)

K: 2 hours
Grades 1-3: 4 hours
Grades 4-12: 6 hours

NEBRASKA

Student Standards

o Testing

Local school districts must test students in grade 5 and up in reading, writing and mathematics using either state or locally-developed tests. Performance standards are established by the local district. A state-developed test may not be used as the basis of retaining or promoting students.

o High School Graduation Requirements

Until 1988, graduating seniors must complete 160 credit hours with the specific subject area requirements determined by local school boards. Starting with the Class of 1988, students must complete 200 credit hours, eighty percent of which must be in a core curriculum to be established by the State Board of Education.

o Attendance

Students must attend school from age 7 to 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

The 1984 legislature mandated competency tests in the basic skills and in subject matter area specialty for all new teachers. The basic skills tests are in place; the subject tests are still to be implemented. The testing standards, established by the State Board of Education, were effective in the fall of 1984. The State Board of Education was also authorized to develop an "entry year assistance program" to help beginning teachers.

Three levels of certification, with different education and experience requirements, are available. All certificates must be renewed after a period of 5 to 10 years and renewal of the entry level certificate requires additional credit hours.

o Staff Development

Local school districts plan and offer inservice training. Inservice is tied to teacher salary advances in some districts.

Nebraska

School and School District Standards

o Length of School Year (minimum)

The 1984 legislature extended the school year from 175 days to require that elementary students receive 1032 hours of instruction and high school students, 1080 hours.

o Length of School Day (minimum)

See Length of School Year above.

o Curriculum

The 1984 legislation established a mission statement for schools and requires local school districts to meet the State Board of Education's forthcoming quality and performance-based standards.

NEVADA

Student Standards

o Testing

Students in grades 3, 6, 9 and 12 are tested in reading, writing and mathematics. The 9th and 12th grade tests are the Nevada High School Proficiency Exams. Students scoring below the state-established proficiency levels may be promoted but must receive remedial services.

o High School Graduation Requirements

Under existing graduation requirements, students take 3 years of English, 2 of social studies, 2 of mathematics and 1 of science, 2 1/2 of health and physical education and a total of 20 units. Starting with the Class of 1992, graduating seniors must have an additional year of English and science, and 1/2 credit in the use or computers (or demonstrate competency) and a total 22 1/2 units. Students failing the 9th grade test will be evaluated to determine what remedial study is appropriate. Since 1982, students have had to pass the 12th grade exam to graduate.

o Attendance

Students must attend school from age 7 through 17.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution. A pilot program establishing a minimum GPA has been initiated and includes a remedial component for students failing to meet the standard.

o Certification and Relicensing

Four levels of certification are available and vary with respect to required education and teaching experience. All certificates must be renewed after a period of 5 to 10 years, and certificate renewal requires additional credits. The State Board of Education acted in October 1984 to require prospective teachers to pass tests of basic skills and subject matter prior to certification.

o Staff Development

Inservice can be used for salary increases and certificate renewal.

Nevada

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Grades 1-2: 4 hours
Grades 3-6: 5 hours
Grades 7-12: 5.5 hours

o Curriculum

The state mandates courses of study for grades K-12 to assist local school districts in planning and implementing school curriculum. The Nevada Secondary Course of Study outlines minimum course content in areas of study required for high school graduation.

NEW HAMPSHIRE

Student Standards

o Testing

Local school districts must test students in grades 4, 8 and 12 in communications and mathematics or at other levels to be determined by them. Proficiency standards are set by local districts using state guidelines. Most districts use test results as a diagnostic tool, although some use the tests for grade promotion and high school graduation.

o High School Graduation Requirements

Effective with the Class of 1989, students must complete 4 years of English, 2 1/2 of social studies, 2 each of mathematics and science, one year of physical education and 1/2 year each of art and computer science for high school graduation. This is an increase of 1 unit each of mathematics, science, and physical education, and 1/2 unit each of social studies, art and computers over the current requirements. The total units needed to graduate will increase from 16 to 19 3/4.

o Attendance

Students must attend school from age 6 through 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

All persons seeking state certification must pass the Pre-Professional Skills Test. A teacher receives a beginner certificate, valid for 3 years, upon completion of an approved teacher education program. The Experienced Educator Certificate requires 3 years of teaching experience and both the beginner and experienced certificates are renewable based on at least 50 hours of inservice every 3 years. Through an Individualized Professional Development Plan, substantively qualified candidates can obtain formal certification to teach mathematics and science.

o Staff Development

Local district staff development programs are required and approved by the State Department of Education, but are implemented and funded locally. Inservice is required for certificate renewal.

New Hampshire

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Grade 1: 4.5 hours
Grades 2-8: 5.25 hours
Grades 7-12: 5.5 hours, exclusive of lunch and recess

o Curriculum

The state establishes the minimum number and types of courses offered at the high school level and defines the subject areas to be taught in elementary school.

NEW JERSEY

Student Standards

o Testing

Since 1978, students in grades 3, 6 and 9 have been tested in reading and mathematics. Tests are used to assess student competencies and as one factor in allocating state compensatory education aid. Local school districts must provide remediation to students performing below state-established cutoff scores.

The 3rd and 6th grade tests are commercial tests chosen by each district. The State Department of Education anchors the commercial tests to the statewide 9th grade test and establishes passing scores for each of the major tests. The current 9th grade test (the High School Proficiency Test) was administered for the first time in 1984. The new test upgraded the level of skills tested in the past and added a writing component. A departmental study panel currently is studying the question of administering a high school graduation test in a grade later than the ninth. A recommendation will be made to the governor by the end of 1987.

o High School Graduation Requirements

In December 1986, the State Board of Education adopted regulations requiring additional credits and courses for high school graduation. These new requirements are being phased in; the freshman class of 1990-91 will be the first required to meet all of the new standards.

The number of credits required for graduation will increase from 92 to 110 starting with the entering ninth grade class of 1988-89. Eighty-seven of the 110 credits represent mandated courses.

Beginning with the freshman class of 1988-89, students must complete 1 year of world history and cultures, bringing the total social studies requirement to 3 years. Beginning with the freshman class of 1989-90, students must complete a second year of science. Beginning with the freshman class of 1990-91, students must complete a third year of mathematics.

All students are still required to complete 4 years of English; 4 years of health or physical education; 1 year of fine, practical, or performing arts; and 1/2 year of career education. (Schools may now infuse the 1/2 year of career education into other courses or offer it as a separate course. The requirement is met either way, but students will receive separate credit for career education only if it is taken as a discrete course.) A departmental panel is currently studying the physical education requirement, and a statewide panel is studying the issue of high school course proficiencies.

Beginning with the class of 1989, students must pass the High School Proficiency Test (HSPT) to graduate.

New Jersey

o Attendance

Students must attend school from age six through 15.

Teacher Standards

o Teacher Preparation

Starting in 1983, students must have a minimum grade point average and pass a basic skills test (or demonstrate the elimination of the deficiency through another assessment) before entering a teacher training program. Effective spring 1985, prospective teachers must demonstrate a knowledge of subject matter major at the end of the program through a test selected by the institution.

o Certification and Relicensing

Permanent certification is granted after successful completion of an approved program and a passing score on the appropriate NTE Programs test.

In September 1984, the New Jersey State Board of Education adopted an "alternative" route to teacher certification. This policy, which becomes effective with the 1985-86 school year, allows local school districts to hire liberal arts graduates who have had no formal college-based teacher training. These "provisional" teachers must pass the appropriate NTE Programs examination, undergo a paid, year-long internship at the hiring school district, and receive 200 contact hours of formal instruction in education while they teach. A lifetime teaching certificate is issued upon successful completion of the internship and training program.

o Staff Development

No state inservice requirement exists at this time.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

4 hours

NEW MEXICO

Student Standards

o Testing

All New Mexico school districts are required to test third, fifth, and eighth grade students each spring with the appropriate level of the Comprehensive Tests of Basic Skills, Form U. In addition, the New Mexico High School Proficiency Examination is given each spring to all tenth graders in the state and to eleventh and twelfth graders who have not previously taken the test or who have failed it in the past. Students who pass the Proficiency Exam and a writing sample assessment receive a gold seal endorsement on their diplomas.

o High School Graduation Requirements

Starting with the Class of 1987, students must complete 4 years of English, 2 each of social studies, mathematics and science, 1 of physical education and 1 of fine arts or practical arts. A total of 21 units are required for graduation.

o Attendance

Students must attend school from age 6 through 17.

Teacher Standards

o Teacher Preparation

Students must pass basic skills tests in reading, writing and mathematics before they complete a teacher education program. The exams and performance standards are set by individual institutions.

o Certification and Relicensing

All applicants seeking initial teacher and administrator certification must achieve a passing score on the NTE Core Battery Tests and the required NTE Specialty Area Test(s). In addition, educators currently certified in New Mexico who seek to add a certificate or endorsement in a specialty content area must achieve a passing score on the appropriate required NTE Specialty Area Test(s). Educators whose certificates have expired and are reapplying for certification must achieve a passing score on the NTE Core Battery and the required NTE Specialty Area Test(s).

Four levels of certification are available based on education and length of teaching. All certificates must be renewed every 4 to 10 years. Some renewals require additional credits or inservice.

New Mexico

o Staff Development

Staff development is required by the state and up to 4 credits of inservice can be used for recertification. State approval of local district programs is required when recertification credit is given.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Regular students shall be in school-directed activities, exclusive of lunch, for the following minimum time:

K: 2.5 hours/day or 450 hours/year
Grades 1-3: 4.5 hours/day or 810 hours/year
Grades 4-6: 5.0 hours/day or 900 hours/year
Grades 7-12: 5.5 hours/day or 990 hours/year

o Curriculum

Local districts are required to use a state-developed list of exit competencies (which include all subject areas) in their instructional programs. Effective fall 1984, all schools must offer either a computer course or integrate computers into the curriculum.

The state does not mandate curriculum in any subject area at any grade level.

NEW YORK

Student Standards

o Testing

Students in grades 3, 6, 8 or 9 and 11 or 12 are tested for minimum competencies in reading comprehension, writing and mathematics using the Regents Competency Tests and the Pupil Evaluation Program (PEP) tests. Test results are used to identify students in need of remediation and to allocate state compensatory education aid. The New York State Board of Regents recently expanded sixth grade and high school testing to include competency tests in science and social studies.

A requirement for a Comprehensive Assessment Report requires each school board to present to the public the results of state testing in a format provided by the state. For identified low-performing schools, a self-improvement plan will be required. If sufficient progress has not been made in correcting the deficiencies identified by the Comprehensive Assessment Report, the Education Department will require corrective measures targeted at the specific deficiency.

o High School Graduation Requirements

Until 1987, to receive a regular diploma, high school students must pass the Regents Competency tests and complete 4 years of English, 3 of social studies, 1 each of mathematics and science and a total of 16 units. These requirements were increased starting with the Class of 1988 by an additional year each of mathematics and science and with the Class of 1989 by an additional year each of social studies and art or music, for a total of 18 1/2 units. To be eligible for a Regents Diploma, graduating seniors in the Class of 1989 must fulfill the same course requirements as for a local diploma, take 3 years of a foreign language, and pass a series of subject matter examinations. Under the new requirements, students can satisfy up to 6 1/2 units through written and oral examinations.

o Attendance

Students must attend school from age of 6 through 15. In addition, Boards of Education have the option of requiring full-time attendance for unemployed youth who are 16 and to require part-time attendance for employed youth who are 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution.

New York

o Certification and Relicensing

Since September 1984, all new certification candidates have been required to pass the NTE Core Battery. The state is considering use of subject matter tests as well. The Provisional Certificate is valid for 5 years. The Permanent Certificate, which requires a master's degree and 2 years of teaching experience, is valid for life.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Grades K-6: 5 hours
Grades 7-12: 5.5 hours

o Curriculum

The state has curriculum guidelines in all subject areas in grades K-12. Syllabi serve as frameworks for local curriculum development and include major learning objectives, sample teaching strategies and information about statutory and regulatory items affecting the subject. Teacher guides provide detailed strategies, readings, and sample lesson plans supplementing the syllabi as assistance for local curriculum developers. In 1984, the Regents approved a plan requiring schools with a high percentage of low-achieving students to adopt a school improvement plan. They also voted to require students in grades K-9 to complete 2 years of a foreign language.

NORTH CAROLINA

Student Standards

o Testing

Since 1978, local school districts have been required to test students in grades 1, 2, 3, 6 and 8 using the California Achievement Test. Performance standards are set by the state. A 10th grade state competency test is used for high school graduation and for allocating state compensatory education aid. The legislature in 1984 mandated that children in grades 3, 6 and 8 pass a statewide achievement test to be promoted to the next grade. Students who score below the 25th percentile on the CAT must take a state-developed criterion referenced test in reading, language arts, and mathematics and must achieve the score set by the State Board of Education to be considered for promotion.

o High School Graduation Requirements

Students must pass a 10th grade competency test and also complete 4 years of English, 2 each of social studies, mathematics and science, 1 of health and physical education with a total of 20 units to receive a high school diploma.

o Attendance

Students must attend school from age 7 through 15. They must attend school a minimum of 150 days to receive credit for the school year.

Teacher Standards

o Teacher Preparation

Standards for admission into teacher education programs currently vary by institution. Effective Spring 1985, students must take the general knowledge and communications skills portions of the NTE and receive admissions counseling. A passing score on the NTE professional and subject matter exams is required for completion of the program.

o Certification and Relicensing

Completion of an approved program and a passing score on the NTE are required to obtain an initial certificate. A 2 year initial certificate is issued to beginning teachers during which time they are evaluated and provided support. A 3 year continuing certificate is issued at the end of this provisional period. This certificate is then renewable for 5 year periods. Renewal requires additional credits or some combination of teaching experience or inservice.

North Carolina

o Staff Development

The state approves local school district inservice programs. Local districts require inservice which can be used for certificate renewal. A total of 15 units of credit is required for certificate renewal.

School and School District Standards

o Length of the School Year (minimum)

180 days

o Length of the School Day (minimum)

6 hours. Students are now required to have 5.5 hours of daily instruction as defined by the State Board of Education.

o Curriculum

The state identifies nine areas of study that must be available as a continuous program of studies for grades K-12. The 1985 Legislature adopted a Basic Education Program that is to be available to all students which includes the nine areas in the Course of Study. Students in grades K-12 must be given the chance to use computers.

o Other

The 1984 reform program also called for a reduction in class size in grades four through nine from 30 to 26 children per teacher.

NORTH DAKOTA

Student Standards

o Testing

There are no statewide testing requirements. However, accreditation standards require achievement and mental ability testing by local school districts twice during grades 1-6, once in grades 7 and 8, and achievement testing twice in grades 9-12.

o High School Graduation Requirements

Course work requirements include 4 years of English, 3 of social studies, 2 of mathematics, 2 of science, 1 of physical education and a total of 17 units. Starting in 1986, graduates were required to take 1 complete unit each of world history and U. S. history as part of the required social studies.

o Attendance

Students must attend school from age 7 through 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students must achieve a minimum grade point average to complete the programs.

o Certification and Relicensing

All teachers must be certificated. The Entrance Certificate is issued upon completion of an approved program and is valid for 2 years. The renewal certificate is valid for 5 years and requires 2 years of teaching experience and recommendations. Succeeding 5 year renewals require additional credits, active teaching and satisfactory recommendations plus 4 semester hours of college credit earned within the dates of the certificate.

High school (grades 9-12) teachers must teach in their major or minor fields of preparation.

o Staff Development

Accreditation standards require all teachers to earn 4 semester hours of college credit plus 64 clock hours of inservice training within the last 5 years.

North Dakota

School and School District Standards

o Length of the School Year (minimum)

180 days

o Length of the School Day (minimum)

The minimum school day is 5 1/2 hours for elementary students (grades 1-6) and 6 hours for grades 7-12 exclusive of lunch.

OHIO

Student Standards

o Testing

As part of the state's 1983 Minimum Standards for Elementary and Secondary Education, students must be tested once in grades 1-4, 5-8 and 9-11 in basic skills. School districts must provide intervention based on student need. Competency standards are set locally and may be used for placement and/or promotion.

o High School Graduation Requirements

Effective September 1, 1987, requirements for high school graduation include 18 units earned in grades 9 through 12 distributed as follows. 3 units of English language arts; 1/2 unit of health; 2 units of mathematics; 1/2 unit of physical education; 1 unit of science; 2 units of social studies, including 1/2 unit of American history and 1/2 unit of American government; 9 elective units; and 3 units in another subject in addition to the English requirement.

o Attendance

Students must attend school between age 6 and 18.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs are set and vary by institution.

o Certification and Relicensing

Three levels of certification are available. The Provisional Certificate is valid for 4 years and can be renewed with teaching experience or 6 semester hours. The Professional Certificate requires three years of teaching experience and 30 semester hours beyond the bachelor's degree and is valid for 8 years. Applicants for the Professional Certificate must be employed full time in an Ohio school and may renew the certificate under the same conditions as those governing the Provisional Certificate. The Permanent Certificate requires 5 years teaching under the Professional Certificate and a master's degree. These requirements are effective July 1, 1987.

o Staff Development

The Ohio General Assembly funds a Teacher Development Program which supports inservice in approximately 95 percent of the state's 615 public school districts. The programs are designed to help teachers gain new

skills, refine abilities, and become familiar with new teaching methodologies.

School and School District Standards

o Length of the School Year (minimum)

182 days

o Length of School Day (minimum)

K: 2-1/2 hours
Grades 1-6: 5 hours
Grades 7-12: 5-1/2 hours

o Curriculum

The state's Minimum Standards require competency-based education in the basic skills, require courses of study to be adopted for each subject taught, and provide suggested curriculum and criteria for selecting instructional materials. The locally developed courses of study establish the basis for curriculum and instruction.

o Other

The state's Minimum Standards also mandate a code of conduct for each school district which addresses student rights, due process and issues related to school conduct.

As of 1986, the district-wide pupil/teacher ratio should not exceed 25:1 in grades K-4. This standard is in addition to the 25:1 district-wide pupil/teacher ratio for grades K-12.

OKLAHOMA

Student Standards

o Testing

Legislation in 1985 mandated the administration of a standardized, norm-referenced test to students in Grades 3, 7, and 10 statewide, beginning with the school year 1985-86. During March of 1986 and 1987, the Metropolitan Achievement Tests were administered to all students at these grade levels with the exception of those with Individualized Education Plans (IEPs) whose parents refrained from requesting that they participate in the Oklahoma School Testing Program. Legislation in 1986 mandated that a standardized, norm-referenced direct writing assessment be administered to students in Grade 10 (1986-87), and, provided that funds are available, to students in Grades 7 and 10 (1987-88), and in grades 3, 7, and 10 (1988-89 and thereafter). Using the same guidelines for exemption of students with IEPs as was used in 1986, the MAT Writing Test was administered to 10th grade students in February 1987.

o High School Graduation Requirements

Until 1987, graduating high school seniors must complete 18 units, including 4 in English, 1-1/2 in social science, and 1 each in mathematics and science. Effective that year, high school graduates will need 20 units, including 1 additional year each in mathematics and science and 1/2 unit in World History.

o Attendance

Students must attend school from age 7 through 17.

Teacher Standards

o Teacher Preparation

A minimum grade point average and evidence of adequate reading, writing, and verbal communication skills, as demonstrated by appropriate academic course work and an interview with an admissions committee, are required for admission to, and completion of, teacher education programs.

o Certification and Relicensing

Since 1982, candidates completing requirements for their first teaching license must pass a curriculum examination in the subject field for which they are seeking certification. The license is good for the first year of teaching, which is a supervised internship including staff development and evaluation. If needed, this license can be renewed once. The Standard Certificate is issued after successful completion of the internship year. It is valid for 5 years and may be renewed with 8 credits or 3 years of experience.

Oklahoma

o Staff Development

The State Department of Education requires that all teachers and administrators receive at least 75 hours of inservice every 5 years. Staff development plans are developed by local school districts, approved by the State Board of Education, and receive some state financial support.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

K: 2.5 hours
Grade 1: 5 hours
Grades 2-12: 6 hours

o Curriculum

Legislation passed in 1981 requires local school districts to teach basic skills in grades K-12 in the areas of reading, English, writing, the use of numbers, social studies and science. The state is developing suggested learner competencies with two strands at the high school level, life skill career and college preparatory, during 1984-85. The state has developed suggested learner outcomes for grades 1-8.

OREGON

Student Standards

o Testing

Local school districts must incorporate competencies in reading, writing, speaking, listening, mathematics and reasoning into their high school graduation requirements and assess them using tests or other measures of student achievement. The state does not set or recommend the number of competence statements required for graduation nor the level of proficiency to be achieved. Beginning with the Class of 1984, competencies in reasoning were included. Beginning in 1986, records of test results in attainment of the Essential Learning Skills and attainment of the Common Knowledge and Skills in instructional programs adopted by the State Board of Education were added as a requirement.

o High School Graduation Requirements

Effective with the Class of 1988, students must earn a minimum of 22 units of credit to include at least 3 of language arts, 2 each of math and science, 1 each of U.S. History and Global Studies; 1/2 each of government and career development, 1 each of health and physical education, 1 of personal finance and economics, and 1 of applied arts, fine arts, or foreign language. Each student must demonstrate competence in reading, writing, math, speaking, listening, and reasoning.

o Attendance

Students must attend school from age 7 through 18.

Teacher Standards

o Teacher Preparation

Teacher education programs require CBEST for admission into the program. The NTE is administered prior to receiving endorsements in subject areas.

o Certification and Relicensing

Upon completion of an approved program, teachers receive a Basic Certificate which is valid for 3 years and is renewable. The Standard Certificate is valid for 5 years and requires 45 credits of study and two years of teaching on the Basic Certificate. High school and special education teachers must attain the Standard Certificate. Renewal of Standard Certificates is required every 5 years. One year of successful teaching and 120 hours of Continued Professional Development (CPD) credits are required for renewal. Six quarter hours of approved course work is considered equivalent to 120 CPD credits.

Oregon

o Staff Development

Inservice training is planned and conducted by local school districts. The state requires local districts to adopt and implement plans for staff development.

School and School District Standards

o Length of School Year (minimum)

175 days

o Length of School Day (minimum)

Not specified

o Curriculum

The state mandates the subject areas that must be taught in grades 1-8. School districts must also provide their high school students with elective educational opportunities sufficient to satisfy the high school graduation requirements and which include applied arts, fine arts, foreign language, and vocational education.

PENNSYLVANIA

Student Standards

o Testing

Students are tested each year in grades 3, 5 and 8 in reading and mathematics. Those failing the statewide test are placed in a state-funded remedial program.

o High School Graduation Requirements

Starting with the graduating class of 1989, students will have to earn 21 units in 4 years, including 4 years of English, 3 each of social studies, mathematics and science, and 2 of arts and humanities.

o Attendance

Students must attend school from age 8 through 16.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution. Teacher preparation programs must be approved by the State Department of Education.

o Certification and Relicensing

Teachers receive an Initial Certificate upon completion of an approved teacher education program that is valid for 6 years and not renewable. The Permanent Certificate requires 24 credits and 3 years of experience, or inservice in lieu of the credits. Effective June 1988, new teachers will have to pass a test of basic skills, general knowledge, professional knowledge and subject matter, and complete a one-year internship. Teachers will be required to earn six continuing education credits every five years.

o Staff Development

Staff development is a required element in mandated salary range plans for local school districts. The State Department of Education establishes guidelines for inservice credits used for recertification.

School and School District Standards

o Length of School Year (minimum)

180 days

Pennsylvania

o Length of School Day (minimum)

K: 2.5 hours
Grades 1-6: 5 hours
Grades 7-12: 5.5 hours

o Curriculum

The State Department of Education sets minimum curriculum requirements for grades K-12 and is developing mandated curriculum guidelines. The state has prescribed learning objectives for each of its 12 Goals of Quality Education: communications skills, mathematics, science and technology, citizenship, arts and the humanities, analytical thinking, family living, work, health, environment, self-esteem, and understanding others.

RHODE ISLAND

Student Standards

o Testing

In 1985-86, the state began testing all students in grades 3, 6, 8 and 10 in reading, writing, mathematics, study skills, and health and physical fitness. Skills to be added to the testing in subsequent years are computer literacy, reasoning and analysis, and life skills. The testing is designed to monitor student performance and is not linked to the granting of diplomas or to grade promotion. Prior to 1985-86, the state tested a sample of students in grades 4, 6, 8 and 10 in basic and life skills.

o High School Graduation Requirements

Graduating seniors must complete 16 units, including 4 years of English, and 1 year each of social studies, mathematics and science. Effective with the Class of 1988, college-bound students have to take 18 units, with 4 years of English, 3 years of college-preparatory mathematics, 2 years each of laboratory science, the same foreign language, and social studies, and 1/2 unit each of computer literacy and art. Effective with the Class of 1989, career-bound students must take 16 units, including 4 years of English and 2 years each of social studies, mathematics and science.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

The Provisional Certificate is valid for 3 to 6 years, depending upon the area. The one exception is the vocational education provisional certificate, which is valid for 10 years.

The Teaching Certificate requirements vary by area, with the requirement for years of experience ranging from 3 to 8 years and the academic requirement ranging from 36 semester hours beyond the bachelor's degree to a master's degree in the area. Administrative and Support Service Certificates have varying requirements in terms of additional experience and coursework.

Rhode Island

o Staff Development

The state does not require inservice programs.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Kindergarten students must attend school for at least 2 1/2 hours. Elementary students must attend school for 5 hours and secondary students for 5-1/2 hours, exclusive of lunch and recess.

o Curriculum

The Board of Regents for Elementary and Secondary Education has adopted a Basic Education Program which consists of standards in curriculum, school-community relations, student support services, and management and administration. These standards, adopted as regulations, represent the minimum each school district would have to offer to its students. The standards also serve as the basis on which schools are approved.

SOUTH CAROLINA

Student Standards

o Testing

Since 1978, the Basic Skills Assessment Program tests in mathematics, reading, and writing are given to students in grades 1, 2, 3, 6, and 8. Students in grades 4, 5, and 7 are given the Comprehensive Tests of Basic Skills (CTBS). (See below for the high school graduation test requirement.) Competency standards are set by the State Board of Education. Test results are used for diagnosis and, as of 1987, as part of performance criteria to determine promotion from one grade to another. Effective April 27, 1987, the State Board of Education requires the governing body of every school district to implement a student promotion policy which at least meets state minimum criteria. Local districts may establish higher performance standards.

To be promoted to the next grade, students in grades 1-8 must achieve 70 percent of established criteria in reading and math. The criteria are scoring at the state standard (25 percent) on the tests, and meeting local student progress standards including teacher recommendations (75 percent). In grades 9-12 students are eligible for promotion if they successfully meet achievement and promotion standards established by the local district. All handicapped students as defined by law and regulation are subject to the promotion policy unless the student's individual education plan defines alternative goals and promotion standards.

o High School Graduation Requirements

Until 1987, students must complete 18 units, including 4 years of English, 3 of social studies, 2 of mathematics and 1 each of science and physical education and health. Effective with the Class of 1987, students will have to take an additional year each of mathematics and science, for a total of 20 units and take at least 4 units each year in grades 9-12. Beginning with the class of 1990, students must pass the state Exit Exam to receive a high school diploma.

o Attendance

Students must attend school from age 6 through 16, and high school students must attend 170 days out of 180. 1984 legislation mandated kindergarten attendance.

Teacher Standards

o Teacher Preparation

Students must pass the South Carolina Education Entrance Exam, a test of basic skills in reading, writing and mathematics, before admission to a teacher education program. Student teaching is evaluated using a

performance assessment instrument. New legislation mandates practical field experience in every year of teacher training.

o Certification and Relicensing

Applicants passing a subject area test (the NTE where applicable) and completing an approved program receive a one-year provisional certificate. Beginning teachers are evaluated three times in the first year, using a performance assessment instrument. The provisional contract can be renewed one additional year. The Standards Certificate is valid for 5 years and can be renewed with 6 credits or inservice in lieu of 3 credits. Professional Certificates, also valid for 5 years, require additional course work.

o Staff Development

State aid is provided for inservice training, which is planned and implemented locally. Inservice credit can be used toward certification renewal.

School and School District Standards

o Length of School Year (minimum)

180 days. 1984 legislation extended the teachers' year by 5 days to 190 days.

o Length of School Day (minimum)

Grades K-6: 6 hours including lunch.
Grades 7-12: 6 hours, exclusive of lunch, homeroom, recess and other non-school activities.

o Curriculum

The state has a Defined Minimum Program that specifies instructional areas for all grades and the number of minutes to be spent weekly on each area for elementary grades. Science has been included in statewide education objectives and basic skills testing program for grades 1 through 8. In grades 9-12, a minimum of 40 course offerings must be provided each instruction term, with the state specifying the minimum number and type of courses in each instructional area.

o Other

1984 legislation established an average student/teacher ratio for mathematics, language arts and secondary schools of 30:1.

SOUTH DAKOTA
(1984-85 Profile)

Student Standards

o Testing

Statewide achievement testing is required in grades 4, 8, and 11.

o High School Graduation Requirements

Through 1986, the state requires 4 years of English, 2 years of social studies, 1 each of mathematics and science and a total of 16 units for high school graduation. Students graduating in 1987 will need an additional year each of mathematics and science, for a total of 18 units; those graduating in 1988 will need 19 units; and after that 20 units, including an additional year of social studies and 1/2 year each of computer science and fine arts.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

Upon completion of an approved program, teachers receive a Basic Certificate valid for 5 years. It can be renewed with 6 credits or inservice in lieu of 3 credits. Until 1983, teachers could obtain an advanced certificate with a master's degree and 5 years of teaching experience. Legislation has been proposed to institute a 3-level career ladder system.

School and School District Standards

o Length of School Year (minimum)

175 days

o Length of School Day (minimum)

K: 2.5 hours
Grades 1-3: 4 hours
Grades 4-12: 5.5 hours

TENNESSEE

Student Standards

o Testing

As part of the state's mandated testing program, students take criterion-referenced achievement tests in grades 3, 6, and 8. These "Basic Skills First" tests are checkpoint measures of student progress relative to the state's Basic Skills First curriculum in mathematics and reading. Students in grades 2, 5, 7, 9 and 12 take norm-referenced achievement tests covering reading, listening, language, mathematics, science, and social science. Both the criterion-referenced and norm-referenced tests were administered for the first time in the spring of 1985. Grades 9 and 12 were tested for the first time in the fall of 1985 and winter of 1986 respectively.

In order to graduate from a Tennessee (public or approved private) high school, students must pass the Tennessee Proficiency Test, a test of basic skills in mathematics and language arts (including reading, grammar, and spelling). The test is first administered in the ninth grade, and it may be re-taken once each year of high school except in the senior year when it may be taken twice. Once the test (or a subtest thereof) has been passed, it does not have to be re-taken.

o High School Graduation Requirements

Until 1987, high school seniors must complete 18 units for graduation, including 4 years of English, 1-1/2 years each of social studies and health and physical education, and 1 year each of mathematics and science. After that year, students must take an additional year each of mathematics and science, for a total of 20 units. Additionally, the State Board of Education has approved a minimum curriculum recommended for college preparation.

As noted in the section on Testing, students will also be required to pass a basic skills proficiency test to graduate from high school.

o Attendance

Students must attend school from age 7 through 16.

Teacher Standards

o Teacher Preparation

Currently, all students wishing to enter teacher training programs at state-approved institutions must submit a (passing) score on the Pre-Professional Skills Test. In addition, students must obtain a minimum grade point average and pass the National Teacher Exam Core Battery and an appropriate Specialty Area Exam prior to certification.

Tennessee

o Certification and Relicensing

Tennessee is currently implementing a career ladder program for teacher certification/recertification. Upon completion of an approved teacher preparation program and passage of the NTE, applicants receive a one-year Probationary Certificate. Upon successful completion of one year's service, teachers receive three-year Apprentice Certificates. Teachers holding the Probationary and Apprentice Certificates must be evaluated each year by the local school authorities using either a locally-developed evaluation model approved by the State Board of Education or a state-developed local evaluation plan. In the final year of Apprentice Certificate validity, the State Department of Education will conduct verification evaluations of teachers' local evaluation results. If the state verification is positive, the teacher receives a Career Level I Certificate; if verification is negative, a remediation program with re-evaluation is mandated. If evaluation results following the remediation program are still negative, termination of the teacher is mandatory.

The Career Level I Certificate is valid for five years and is renewable. During the period of certificate validity, the teacher must complete at least two full cycles of evaluation conducted by local officials. In the final year of Career Level I Certificate validity, the State Department of Education will conduct verification evaluations similar to those for Apprentice Certificate holders moving to Career Level I. (Termination is not mandatory for Career Level I teachers whose post-remediation evaluation results remain negative; however, state funding may be lost for such teachers' positions.)

The state verification evaluation is required only for Career Level I Certificate holders who choose to renew the certificate. The Career Level I Certificate may be superceded by the Career Level II Certificate after five years' certification at Level I; it is obtainable upon successful completion of an evaluation conducted by state evaluators. The Career Level II Certificate is valid for five years (as is the Level I Certificate) and may be renewed or replaced by a Career Level III Certificate obtainable through successful evaluation by state personnel after five years of certification at Level II. Both the Career Level II and Career Level III Certificates require two full cycles of evaluation conducted by state officials during the term of certificate validity.

In addition to the evaluation requirements for certificate maintenance, all Career Level I, II, or III Certificate holders with less than a Masters Degree must obtain a 3.00 grade point (4.00 scale) for one education or academic course to be taken during the term of certificate validity. The course must be relevant to the teacher's existing endorsement area(s), additional endorsements, the area of education, or an area identified through the evaluation process.

Tennessee

Similar career ladders have been structured for principals, assistant principals, and instructional supervisors. Career ladders for other educational professionals may also be developed in the future.

o Staff Development

Five days of inservice training are required and an additional five days are optional. One component of the evaluation process for certification/re-certification addresses professional development. In 1984 the first statewide staff development training was implemented using the State Board of Education approved model, the "Tennessee Instructional Model." Additional training modules are now available for local use. These modules offer in-depth training in the basic teacher and administrative competencies that are evaluated in the Career Ladder Evaluation System. Other modules have been developed to address the areas of Mentorship, Writing Across the Curriculum, Intervention Strategies for Improving Teacher Performance, and Skills Enhancement.

School and School District Standards

o Length of School Year (minimum)

The minimum school year was extended to 200 days under legislation passed in 1984; 180 of those 200 days are designated as instructional days and five are for inservice education.

o Length of School Day (minimum)

6.5 hours

o Curriculum

The state has developed mandated curriculum for all subject areas.

TEXAS

Student Standards

o Testing

Criterion-referenced minimum competency tests in reading, writing, and mathematics are currently administered to students in grades 1, 3, 5, 7, and 9. A secondary exit-level assessment instrument in mathematics and English language arts is taken by all eleventh graders. A student who does not pass the exit-level test by the end of the twelfth grade may not receive a diploma until satisfactory performance is achieved.

o High School Graduation Requirements

The state requires 21 units, including 4 years of English, 3 years of social studies, 3 years of mathematics, 2 years of science, and 2 years of health and physical education for high school graduation through 1988. Students who were ninth graders in 1984-85 and thereafter must also pass a basic skills minimum competency test, the exit-level Texas Educational Assessment of Minimum Skills (TEAMS) test in English and mathematics in order to receive a diploma. Students receive an "advanced" high school program seal on their transcripts if they complete 22 credits, including 1 year each of fine arts and computer science, 2 years of a foreign language, an additional year of science and an advanced English class, beyond regular graduation requirements.

o Attendance

Students who are as much as 7 years of age, or who are less than 7 and have been previously enrolled in first grade, and who have not completed the academic year in which their 16th birthday occurred must attend school.

o Other

1984 legislation prohibits students with a grade below 70 in any course from participating in extracurricular activities for the next six-week grading period.

Teacher Standards

o Teacher Preparation

Effective May 1984, students applying for admission to a teacher education program must pass a basic skills test in the areas of reading, writing, and mathematics. Candidates must also pass a state examination in the area(s) for which credentials are requested prior to certification.

Effective September 1, 1991, students seeking certification in areas for which a bachelor's degree is required must complete a degree with an academic major or interdisciplinary academic major, including reading,

other than education. For most subject areas, the State Board of Education may not require more than 18 semester credit hours in education at the baccalaureate level. Additional education credit hours may be permitted for certification in bilingual education, English as a second language, early childhood education, or special education.

The State Board of Education adopted revised teacher education standards in 1987. The new standards reflect institution and program requirements, as well as the degree changes to be effective in 1991.

o Certification and Relicensing

Currently the state issues two permanent certificates: Provisional (baccalaureate level) and Professional (graduate degree level), upon completion of an approved program. Teachers certified as of March 1986 are required pass a one-time basic skills test as a condition of continued employment.

o Staff Development

The state mandates 8 days of inservice and preparation for all teachers. Effective September 1, 1987, the Legislature directed the State Board of Education to require inservice instruction in subject areas that the Board considers appropriate. The subject areas may include but need not be limited to: special education; recognition of and response to signs of abuse or neglect in students; recognition of dyslexia and related disorders in students and teaching strategies for those students; discipline management training; and teacher appraisal. The State Board of Education stipulated that four of the inservice days be used for teacher preparation, or workdays.

The legislature also mandated a three-part program of staff development for administrators. First, instructional leadership training was required for all Texas administrators. A total of 36 hours of training was provided during the 1985-86 school year. Second, appraisal training using the Texas Teacher Appraisal System was required for all personnel with responsibility for appraising teachers. Over 21,000 appraisers completed an initial block of 40 hours of training conducted through the 20 regional education service centers prior to actually appraising teachers during the 1986-87 year. A sixteen hour update was required as a condition of continued certification as appraisers for the 1987-88 school year. Third, general management training for all administrators is required. The program is currently under development. It is proposed that training for each administrator would be established through an individual growth plan as each administrator is appraised.

Texas

School and School Districts Standards

o Length of School Year (minimum)

175 days

o Length of School Day (minimum)

School must be in session at least 7 hours each day, of which not less than 6 hours shall be devoted to instruction. Half-day kindergarten programs shall provide a minimum of 3 hours of daily instruction.

o Curriculum

Legislation enacted in 1981 established a state basic curriculum in 12 subject areas for grades K-12. The State Board of Education developed essential curriculum elements in every grade level for each subject area. This curriculum, which includes computer literacy in the junior high school program, was fully implemented in 1985-86. A complete review is scheduled for 1990. Students must pass a one-semester computer literacy course or a state test before entering 9th grade.

UTAH

Student Standards

o Testing

Through the graduating class of 1988, local school districts must test students in reading, writing, speaking, listening, arithmetic, democratic governance, consumerism, problem-solving and other areas selected by the district to identify students in need of remediation and to assess competencies for high school graduation. Local districts choose the test and set competency standards. The local district also determines what grade levels to assess.

Utah's 1984 graduation requirements stipulate that students must be assessed during or at the completion of the primary grades (3), the intermediate grades (6), and grades 8, 10 and 12.

Since 1975, the Statewide Educational Assessment program has monitored the performance of a representative sample of 5th and 11th graders on a variety of academic (reading, mathematics, and English) and non-academic measures of school outcomes and processes.

The Utah Quality Indicator Program tracks student performance based on ACT scores, Advanced Placement performance, PSAT scores, course taking patterns, and a variety of other measures.

o High School Graduation Requirements

Until 1988, graduating seniors must complete 15 units, including 3 years of English, 2 of social studies, 1-1/2 of health and physical education and 1 each of mathematics and science. Starting with the Class of 1988, graduates must complete a minimum of 24 units, including an additional year each of social studies, mathematics, science and vocational education, 1-1/2 years of arts, and demonstrate competency in computer studies.

o Attendance

Students must attend school from age 6 through 17.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

Utah

o Certification and Relicensing

Graduates of approved teacher education programs receive a basic certificate which is valid for 5 years and can be renewed with 6 credits or 3 years experience. The Professional Certificate is valid for 5 years and requires a master's degree or 36 credits plus 3 years experience or inservice in lieu of the experience.

o Staff Development

The state provides stipends to teachers for attendance at selected workshops, which can be used for credit.

o Other

Utah has implemented an extensive career ladder program that includes performance-based compensation, job enlargement, and additional teacher preparation days.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Not specified. The state recommends the following standards for instructional time:

K: 750 minutes per week
Grades 1-2: 1350 minutes per week
Grades 3-6: 1650 minutes per week
Grades 7-12: 150 hours per unit of credit

o Curriculum

The state is developing and implementing an extensive objective-based core curriculum at all grade levels.

VERMONT

Student Standards

o Testing

Students must pass a statewide test of competencies in reading, writing, listening, mathematics and reasoning for high school graduation, and beginning with the 8th grade Class of 1989, for promotion from 8th grade.

o High School Graduation Requirements

Under recently revised Standards, high school seniors must complete 14-1/2 units, including 4 years of English, 3 years of social studies, 5 years of math and science, 1 year of art, and 1-1/2 years of physical education. LEAs require, on average, an additional 5 units.

o Attendance

Students must attend school from age 7 through 16. Legislation passed in 1984 permits local school districts that do not offer kindergarten programs to pay tuition to state-approved programs in private schools for kindergarten students.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution, but most base admission on minimum grade point averages and basic competency testing.

o Certification and Relicensing

Upon completion of an approved teacher education program, teachers receive an initial certificate valid for 3 years. A Continuing Certificate is awarded after 3 years of successful teaching and is valid for 7 years. Teachers need 9 credits of "activity" per endorsement area every 7 years for renewal of this certificate.

o Staff Development

The state does not require local inservice programs, but approves inservice programs used for certificate renewal.

Vermont

School and School District Standards

o Length of School Year (minimum)

175 days

o Length of School Day (minimum)

K: 2 hours
Grades 1-2: 4 hours
Grades 3-12: 5.5 hours

o Curriculum

The state is implementing a set of performance requirements that cover all curriculum areas, including specific learning outcomes required in each area.

VIRGINIA

Student Standards

o Testing

The state administers standardized tests to students in grades 4, 8 and 11. Test scores are used to allocate state compensatory education funds. A minimum competency test is required for high school graduation. This test is given to all 10th grade students and those who fail may retake the test in 11th and 12th grade. The state is field-testing criterion-referenced tests that will assess the learning objectives contained in the state's Standards of Learning for mathematics, language arts, science, social studies and health.

o High School Graduation Requirements

Students graduating before 1988 must complete 4 years of English, 3 years of social studies, 2 years of health and physical education, 1 year each of mathematics and science and a total of 18 units. Starting in 1988, graduating seniors must complete 20 units, including a second year each of mathematics and science and a third year of either math or science, and be competent in 12 computer skills. Students will need 3 years of mathematics, science and foreign language and a total of 22 units to obtain an advanced diploma.

Students must also pass a minimum competency test to graduate from high school. (See Testing above).

o Attendance

Students must attend school from age 5 through 16.

Teacher Standards

o Teacher Preparation

Although criteria for admission to teacher education programs vary, the state requires that admission standards equal or exceed those for other programs in an institution. All schools require that students completing a teacher training program achieve a specified minimum grade point average.

o Certification and Relicensing

Candidates for certification have submitted NTE Core Battery and Specialty Area Exam scores for several years, but the state did not establish proficiency standards until July 1984. The Collegiate Professional Certificate, which requires a baccalaureate degree, is valid for 5 years and requires 6 credits or inservice in lieu of 3 credits for renewal. The Post-graduate Professional Certificate is also valid for 5 years and requires a master's degree or Ph.D. and 3 years of experience.

Virginia

Starting in July 1984, the state will issue 2-year, non-renewable provisional certificates to beginning teachers. Teachers will be evaluated on 7 competencies during that period.

o Staff Development

Staff development is required and approved non-credit courses may be used for certificate renewal.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

K: 3 hours
Grades 1-12: 5 1/2 hours, excluding lunch

Effective fall 1984, students cannot be excused for participation in extracurricular activities until they have completed a minimum of 5-1/2 hours of class time per day.

o Curriculum

The state specifies areas of instruction for grades K-7 and middle and junior high schools, and minimum course offerings for secondary schools.

Under the Standards of Learning program, the State has established detailed and sequential learning objectives for each grade in eight subject areas: English, mathematics, social science, science, health, physical education, fine arts, and foreign language. Local school districts must use these objectives as references for designing local curriculum and instructional programs.

WASHINGTON

Student Standards

o Testing

The legislature enacted a bill in 1984 requiring achievement testing of 8th graders in reading, mathematics and language arts. The legislation also authorized the development of a life skills test. Fourth graders have been tested every year in reading, mathematics and language arts since 1978. A sampling of 11th graders is now conducted every 2 years. In 1985 a tenth grade achievement test in reading, math, and language arts was added along with an academic and career interest inventory.

o High School Graduation Requirements

Until 1989, high school students must complete 2 years of English, 1-2/3 years of social science, 1 year each of mathematics and occupational education, 2/3 of a year each of science and health and 2 years of physical education. A total of 15 units is required for graduation. Starting with the Class of 1989, students must complete 16 units, including an additional year each of English, social science and mathematics, and 1-1/3 years more of science.

o Attendance

Students must attend school from age 8 through 14.

Teacher Standards

o Teacher Preparation

The 1987 legislature adopted the Professional Educator Excellence Act of 1987. The act requires that a person being admitted to a teacher preparation program must demonstrate competence in the basic skills required for oral and written communication and computation. After June 30, 1989, a person must have a combined score at or above the statewide median score established for the Washington precollege test or an equivalent score on other standardized tests. The State Board of Education will require a uniform state exit test for teacher certification candidates. As of August 31, 1993 passage of the examination is required before receiving an initial certificate. Primarily an essay exam, knowledge and competence in subjects that include instructional skills, classroom management, and student behavior and development will be tested. By 1990 the SBE will recommend to the legislature whether all teacher candidates will be required to pass a subject exam.

o Certification and Relicensing

The Initial Certificate is valid for 4 years and requires additional credits for renewal. Teachers must also enroll in a planned continuing

level program. The Continuing Certificate requires 45 quarter hours of additional graduate credit and 3 years of successful experience and is valid for as long as one teaches, but must be renewed every 7 years.

The Professional Educator Excellence Act of 1987 requires that after August 1992, persons shall possess a bachelor's degree in the arts, sciences and/or humanities and fulfilled other certification requirements to receive an initial level certificate. However, persons seeking initial certification for grades preschool through six shall have fulfilled a major in education as part of their bachelor's degree. The SBE must study the impact of eliminating the major in education and report to the legislature by 1990. After 1992 the initial certificate will be valid for two years and may be renewed for a three year period when evidence shows that the teacher is enrolled in an approved master's degree program. A second renewal for a period of two years may be granted if: (1) the degree granting institution recommends renewal; (2) the teacher can demonstrate substantial progress toward completion of the master's degree; and (3) the degree will be completed within the two year extension period. Under no circumstances may an initial certificate be valid for a period of more than seven years.

The new law also requires that the SBE and the Higher Education Coordinating Board shall work cooperatively to develop by 1990 the standards for a post bachelor's professional teacher preparation program that results in the acquisition of a master's degree in teaching. After 1992 a master's degree in teaching or in the arts, sciences, and/or humanities is required for attaining professional level certification.

o Staff Development

The state has developed regional technical assistance programs for inservice training. The legislature has appropriated special funds for inservice training in mathematics, science and computer technology. The legislature also provided funding for computer demonstration centers which provide inservice as well as other programs. The SBE is requiring 150 clock hours of continuing education, during each five year period, for persons acquiring certification as of Summer 1987.

School and School District Standards

o Length of School Year (minimum)

180 days

Washington

o Length of School Day (minimum)

The average number of hours required each day to meet a total program hour offering requirement are:

K: 2.5 hours
Grades 1-3: 5 hours
Grades 4-6: 5.5 hours
Grades 7-8: 5.5 hours
Grades 9-12: 6 hours

o Curriculum

School districts must develop a program of student learning objectives for all courses of study.

The legislature enacted a measure that provides for the state department of education to develop model curriculum in 3 core subjects a year. It also requires local school districts to establish an annual process of identifying measurable goals to improve educational excellence.

WEST VIRGINIA

Student Standards

o Testing

Census testing is conducted at grades 9 and 11 in October and grades 3 and 6 in April.

o High School Graduation Requirements

Starting with the class of 1985, high school graduates must complete 4 years of English, 3 years of social studies, 2 years of mathematics, 1 year each of health and physical education and science, 1 year of the fine or applied arts, with a total of 21 units required. County school districts can and do add to the graduation requirements.

o Attendance

Students must attend school from age 6 through 16.

o Other

As of January 1984, students must maintain a C average the previous semester to participate in non-academic extracurricular activities.

Teacher Standards

o Teacher Preparation

Criteria for admission to teacher education programs vary by institution. Since 1985, students in approved teacher preparation programs are required to pass a basic skills proficiency test, a content area test, and a professional education performance assessment. The professional education performance assessment is determined by the institution of higher education based upon professional performance education objectives adopted by the West Virginia Board of Education.

o Certification and Relicensing

Graduates of approved teacher education programs who pass a subject matter test receive an initial certificate which is valid for 3 years and can be renewed with 6 credits in accordance with a continuing education agreement approved by the county superintendent and an evaluation. The Professional Certificate, valid for five years, requires three years of teaching experience and six semester hours of renewal credit subsequent to the issuance of the 3 year certificate. A permanent Professional Certificate may be granted on the basis of a 5 year certificate, the completion of a master's degree relevant to the improvement of instruction

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and five years of satisfactory educational experience. An alternate route to permanent certification is the second renewal of the five year Professional Certificate.

o Staff Development

Staff development programs are designed after a needs assessment has taken place. The state mandates a minimum of 3 non-instructional days per year for staff development. Local school districts plan the programs which are then monitored by the State Department of Education. The state is designing a model of on-the-job training in shortage areas.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School day (minimum)

K: 158 minutes instructional day
Grades 1-4: 330 minutes instructional day
Grades 5-12: 345 minutes instructional day

Instructional time allocations for all required programs of study (e.g., reading) are specified as percentage ranges.

o Curriculum

The state has developed learner outcomes for all required programs of study and an outcome-referenced testing program to assess student attainment of these outcomes. This will include a computer literacy program of study in all grades. A statewide microcomputer educational network has been developed and implemented to enhance curricular, instructional, evaluation, and educational personnel activities.

o Other

In response to 1981 legislation and a court order, the state established 12 standards and 157 indicators of educational excellence. School districts must submit "excellence plans" annually to the state for review and approval and receive an on-site evaluation every four years. The county plan includes an assessment of progress toward a state approved Criteria of Excellence in all programs of study: General Education Criteria of Excellence, Special Education Criteria of Excellence, Support Programs Criteria of Excellence, and Vocational Education Criteria of Excellence. Also, included in the Criteria of Excellence are professional personnel ratios/central office, professional and support personnel

West Virginia

staffing at the school building level, teacher/pupil ratios per program/area of study offering, as well as, percent of instructional material and equipment met per program/area of study.

WISCONSIN

Student Standards

o Testing

The state has had a Competency-Based Testing (CBT) program with voluntary local school district participation since 1982. Local districts may construct their own tests based on locally selected competencies using the CBT test item data bank or use a prepared "shelf test" to assess minimum competencies in reading, language arts and mathematics. Students are tested once in grades 1-4, 5-8 and 9-10 and proficiency standards are set locally. The shelf tests are designed for use in grades 3, 7 and 10. The item bank will ultimately contain enough items to construct tests for any given set of competencies for any grade level.

Effective in 1988, school districts will be required to test all pupils in reading, language arts, and mathematics at least twice in grades K-5, once in grades 6-8, and at least once in grades 9-11. The tests must be aligned with the school district's curriculum. A district's participation in the state's competency testing program satisfies this requirement. All schools are also required to administer a state developed reading test to all third grade students annually. The state will provide guidelines to assist districts in testing and excluding from testing pupils with special needs.

o High School Graduation Requirements

Starting with the Class of 1989, students must complete 13 units, including 4 years of English, 3 years of social science, 2 years each of mathematics and science, 1/2 year of health, and 1 1/2 years of physical education. Districts are encouraged to provide at least 8-1/2 more units in vocational education, foreign language, fine arts, and other courses. Until that time, high school graduation requirements are set by local school districts.

Under the new requirements, students must also be in class or in an approved activity for each class period during high school.

o Attendance

Students must attend school from age 6 through 17 or graduate from high school.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

Wisconsin

o Certification and Relicensing

The regular license is valid for 5 years and can be renewed with 6 credits or inservice in lieu of the credits. This policy was effective July 1983 and replaced a permanent license which was issued after 3 years of teaching in the state. Those teachers granted a "life" license before that time are not required to renew their license or meet the credit requirement.

o Staff Development

State law requires inservice for all teachers. If credit is to be applied toward certificate renewal, inservice must be approved by the state.

School and School District Standards

o Length of School Year (minimum)

180 days, with 175 days of actual instruction. Effective with the 1988-89 school year, each student must be scheduled for 525 hours of instruction in kindergarten, 1,050 hours in grades 1-6, and 1,137 hours in grades 7-12 each year. Passing time in grades 7-12 and up to 30 minutes per day of recess time may be included in grades 1-6.

o Length of School Day (minimum)

None specified

o Curriculum

The state has developed 11 K-12 curriculum guides in language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music to serve as models for local school districts.

Effective with the 1988-89 school year, each school district must have a written sequential curriculum plan that includes language arts, mathematics, science, social studies, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan must specify objectives, course content, resources, and a program evaluation method. There is proposed legislation that would extend the date that the curriculum plans are to be completed to 1991.

WYOMING

Student Standards

o Testing

Statewide testing is not required in Wyoming. The legislature funded a statewide assessment of students in grades 4, 8 and 11 in 1983-84 using the National Assessment of Educational Progress to assess student achievement. The assessment process was continued in 1986 with testing in the areas of mathematics, science, computer literacy and reading in grades 3, 7 and 11.

o High School Graduation Requirements

High school students must complete 18 Carnegie units of study. Instruction in the essentials of the U.S. Constitution and the Constitution of the State of Wyoming must be included. Local school districts determine remaining course requirements.

o Attendance

Students must attend school from age 7 through 15 or the completion of the eighth grade.

Teacher Standards

o Teacher Preparation

Admission to the only teacher education program in the state (the University of Wyoming) is based on results of the California Achievement Test and an interview. The University certifies that students have successfully completed the program. The State Board of Education has authorized the application of state program approval standards to the University of Wyoming.

o Certification and Relicensing

The standard certificate is valid for 5 years and can be renewed with 5 transcript credits, approved inservice credit or professional growth credits. The professional certificate, which is valid for 10 years, requires a master's degree and 5 years experience and can be renewed with 10 hours of advanced coursework, state-approved inservice, or professional growth credit.

o Staff Development

Local school districts file inservice plans, based on local needs, with the state education department, which must approve any inservice used toward certificate renewal. The state also requires all new and veteran

teachers to acquire 2 credit hours each in special education, reading and human relations.

School and School District Standards

o Length of School Year (minimum)

180 contact days for teachers; 175 pupil-teacher contact days.

o Length of School Day (minimum)

K: 2 1/2 hours
Grades 1-8: 5 hours
Grades 9-12: 6 hours